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MAY, 1926

No. 3

Anderson College


Anderson, South Carolina

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Catalogue
1926-1927

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CATALOGUE
OF
ANDERSON COLLEGE
FOR WOMEN
ANDERSON, SOUTH CAROLINA

FIFTEENTH SESSION

1926-1927

CALENDAR FOR 1927

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A CALENDAR FOR 1926-1927

1926

The Spring and Summer

- May 17-22 Final Examinations
May 23-26 Commencement Exercises Class of 1926
The Furman University Summer School will be in session at
Furman University from June 8 to July 16.

Opening of Fifteenth Year

- September 13 Arrival Day for Teachers
September 14 Arrival Day for Students
September 15-16 Registration Day and Classification of Students
September 17 Classes Organize
October Day
November 25 Thanksgiving Day
December 16 After Classes—Christmas Holidays Begin

1927

- January 3 Students Return
January 17 Semester Examinations Begin
January 19 Lee's Anniversary
January 24 Second Semester opens
February 22 Washington's Anniversary
March 31 Spring Holidays begin after classes
April 4 Students return 6 P. M.
May 16-21 Final Examinations
May 22-25 Commencement Exercises Class of 1927

BOARD OF TRUSTEES

_____, *President*

P. E. CLINKSCALES, *Secretary*

Until 1926:

W. A. WATSON.....Anderson, S. C.
GRAVES L. KNIGHT.....Laurens, S. C.
MRS. J. D. CHAPMAN.....Anderson, S. C.

Until 1927:

W. W. SULLIVAN.....Anderson, S. C.
J. M. BURNETT.....Belton, S. C.
MRS. W. H. HUNT.....Newberry, S. C.

Until 1928:

J. W. KELLY.....Pelzer, S. C.
J. D. BROWN.....Anderson, S. C.
GEORGE E. SMITH.....Kershaw, S. C.

Until 1929:

A. L. SMETHERS.....Anderson, S. C.
P. E. CLINKSCALES.....Anderson, S. C.
WESTON BRUNERLaurens, S. C.
VARINA D. BROWN.....Anderson, S. C.

EXECUTIVE COMMITTEE

A. L. SMETHERS
J. DEXTER BROWN
W. A. WATSON

P. E. CLINKSCALES
W. W. SULLIVAN
JOHN E. WHITE, *ex officio*

TRUST FUND COMMITTEE

P. E. CLINKSCALES

J. DEXTER BROWN

W. W. SULLIVAN

OFFICERS OF ADMINISTRATION

DR. JOHN E. WHITE.....	<i>President</i>
PROF. R. H. HOLLIDAY.....	<i>Manager and Treasurer</i>
PROF. WEBB VON HASSELN.....	<i>Dean of Faculty</i>
MISS ANNE D. DENMARK.....	<i>Dean of Women</i>

OTHER OFFICERS

MISS VELMA FINCH.....	<i>Bookkeeper</i>
PAUL W. GIBSON.....	<i>Auditor</i>
MISS GRACE L. CRONKHITE.....	<i>Director of Music</i>
MISS ISAPHINE M. RICHEY.....	<i>Director of Voice</i>
MRS. GERTRUDE T. PRATT.....	<i>Expression</i>
OLGA V. PRUITT, M. D.....	<i>Physician</i>
T. C. JOHNSON.....	<i>Librarian</i>
MRS. R. H. HOLLIDAY.....	<i>Dietitian</i>
MRS. PAUL W. GIBSON.....	<i>Matron</i>
MISS NELL BARTON.....	<i>Assistant Dietitian</i>
J. W. HOLLIDAY.....	<i>Superintendent Buildings and Grounds</i>

OFFICERS OF INSTRUCTION

JOHN ELLINGTON WHITE, A. B., D. D.,

The Chapel Hour

A. B. Wake Forest; D. D. Baylor University

ROBERT H. HOLLIDAY, B. A., B. O., M. A.,

History and Economics

Linwood College; Wofford College Summer School work; Graduate work University of Chicago, University of Missouri, George Washington University; Furman Institute of Politics; Williams College Institute of Politics, Massachusetts; Graduate work University of Tennessee.

WEBB VON HASSELN,

Modern Languages

Student at Clemson Agricultural College; studied in France, Germany, Austria and Central America; Certificate in Spanish and French from Berlitz School of Languages, Havana, Cuba; Certificate in German from the Department of Military Intelligence, United States Army.

TALMADGE C. JOHNSON, A. B., M. A.,

Composition and Literature

Wofford College, 1913-14; A. B. Furman University 1917; M. A. Vanderbilt University 1921

REGINA COOK COWDRICK, A. B., M. A.,

Literature and Composition

A. B. Demin University; Graduate Toledo Normal Training School; M. A. George Peabody College for Teachers

MARY ADELIA FOX, M. Acct., B. S.,

M. Acct., Toledo Business College; B. S. in Education, Berea College, Ky.; Graduate work toward M. A. George Peabody College for Teachers

ROBERTA CRAWFORD, A. B.,

Graduate Meredith College, Raleigh, N. C.; Graduate work in University of North Carolina, Chapel Hill

AD LENE JONES,

French

A. B. Anderson College; Graduate work Columbia University

JOHN C. CALHOUN DUNFORD, M. A., TH. B.,

Mathematics and Bible

M. A. Wake Forest College; Th. B. Southern Baptist Theological Seminary; Pupil in French of Prof. Henri Marion of Annapolis; Corresponding Member of the American Institute of Civics.

OFFICERS OF INSTRUCTION

R. N. PRATT, A. B.,

Bible (Old Testament)

A. B. Erskine College; studied in Southern Baptist Theological Seminary

OLGA V. PRUITT, M. D.,

Physician, Hygiene

SPECIAL DEPARTMENTS

LEONA HALBERT, L. S.,

Domestic Science and Art

Graduate Peabody College, Nashville, Tenn.; Post Graduate Work Peabody College, University of Chicago

ALLEYNE M. HAMILTON,

Art

Cincinnati Art Schools and eminent artists and studios in Cincinnati; Chicago Art Institute and studios; Pupil of A. A. Frazzee, G. Estabrook, Prof. Herbert, Chicago; Columbia University; Fine and Applied Arts School, New York; Diploma under Regents of State of N. Y.

GRACE L. CRONKHITE,

Director of Music Department

Professor of Piano, Organ, Advanced Harmony, History of Music and Analysis

New England Conservatory, Boston, Mass., 1890-93; Virgil Piano School and Metropolitan College of Music, New York, 1896-97; Pupil of Mortiz Moszkowski, Paris, 1898-1900-02-03.

ANNIE D. DENMARK,

Instructor in Piano and Harmony

Graduate of Meredith College, Raleigh, N. C., 1908; Pupil of Raphael Joseffy, New York, Summer 1909; Virgil Piano School, New York; Pupil of Alberta Jonas, New York, 1916-17.

EDITH MAY HALL,

Instructor in Piano, Harmony, and Ensemble

Graduate of Meredith College, Raleigh, N. C., 1908; Post Graduate Meredith College, 1909; Pupil of Virgil Piano School, New York, Summer of 1912; Pupil of Augusta Cottlow, New York, Summer of 1918.

OUIDA PATTISON,

Instructor in Piano—Dunning Kindergarten Method

Anderson College Teacher's Certificate in Piano, 1920; Anderson College Artist's Diploma, 1921; Dunning School, New York 1923

ERRATUM

The following was inadvertently omitted from The Faculty:

CHARLES S. SULLIVAN, A. B., M. A.

Philosophy

A. B. Furman University; M. A. Harvard University

OFFICERS OF INSTRUCTION

HATTIE FAY,

Instructor in Piano and Eurhythmics

B. M. Anderson College; Post Graduate work in Voice, Anderson College; Columbia University, Dalcroze School, New York-Eurhythmics

ISAPHINE M. RICHEY,

*Professor of Voice, Public School Music, Sight Singing
Director of College Glee Club*

Graduate in Public School Methods New England Conservatory of Music, Boston; Public School Methods Silver-Burdett School, Evanston, Ill.; Public School Music Methods, American Conservatory, Chicago; Graduate in Voice Chicago Musical College; Pupil of Frederick E. Bristol and Karl Breeneman, New York; Coaches—Frank La Forge and David Bispham, New York.

GERTRUDE PRATT,

Expression

A. B. Roux College, Vermont; Graduate Course in the Worcester School of Oratory, Worcester, Mass.; Private Pupil of S. M. Haynes, Boston, Mass.; Harvard University, Summer of 1922; Graduate Course in the Warden School of Oratory, Canada.

VELMA FINCH,

Registrar and Commercial Course

Graduate Oxford College, Oxford, N. C.; Syracuse University; Massey Business College, Richmond, Virginia

CORDELIA HENDERSON,

Physical Director and Athletic Coach

Queens College, Charlotte, N. C.; Graduate Sargent School of Physical Education, Peterborough, New Hampshire

SALLIE T. CADE,

Resident Nurse

Graduate Greenville Womans College; Graduate Nurse Anderson County Hospital

LUCILE YOUNG,

Sub-Freshman Work

A. B. Anderson College

STANDING COMMITTEES OF THE ADMINISTRATION

Classification:

DEAN VON HASSELN, PROFESSORS DUNFORD, JOHNSON and SULLIVAN

Extra-Curricular Activities and Discipline:

PROFESSORS HOLLIDAY, DENMARK, VON HASSELN, and the President of the Student Government Association.

Library:

PROFESSORS JOHNSON and COWDRICK.

Religious Activities:

PROFESSORS DENMARK and FOX, and DR. PRATT.

Lyceum:

PROFESSORS HOLLIDAY, CRONKHITE, RICHEY and PRATT.

Literary Societies:

PROFESSORS SULLIGAN, HOLLIDAY and COWDRICK.

STUDENT ORGANIZATIONS

Student Government Association

Myrtle Smith	President
Cornelia Milam	Vice President
Nellie Eskew	Secretary
Gertrude Sowell	Treasurer

Estherian Literary Society

Frances Burgiss	President
Ruth Todd	Vice President
Nellie Clare Woodle	Secretary
Meryl Barnes	Treasurer

Lanier Literary Society

Nellie Eskew	President
Bertha Kelly	Vice President
Louise Shealy	Secretary
Gertrude Sowell	Treasurer

Young Woman's Christian Association

Vineta Cunningham	President
Nellie Clare Woodle	Secretary
Constance Pratt	Treasurer

Young Woman's Auxiliary

Nellie Clare Woodle	President
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Senior Class

Kathryn Cannon	President
Cornelia Milam	Vice President
Frances Burgiss	Secretary
Willie Sue Boleman	Treasurer

Junior Class

Louise Shealy	President
Nellie Clare Woodle	Vice President
Gertrude Sowell	Secretary
Bessie Glenn	Treasurer

Sophomore Class

Constance Pratt	President
Mary Power	Vice President
Mildred Cunningham	Secretary
Mary Burton	Treasurer

Freshman Class

Louise Jeffreys	President
Dorothy Smith	Vice President
Alice Gill	Secretary
Caroline Burriss	Treasurer

Athletic Association

Meryl Barnes	President
Daisy Rowland	Vice President
Willie T. Gentry	Treasurer

Yodler Staff

Lucile Lee	Editor-in-Chief
Katherine Fowler	Business Manager

Sororian Staff

Harriette Wilkins	Editor-in-Chief
Margaret Poindexter	Assistant Editor
Kathryn Cannon	Business Manager
Elizabeth Davis	Asst. Business Manager

International Relations Club

Lucile Lee	President
Ruth Todd	Vice President
Nellie Clare Woodle	Secretary
Cornelia Milam	Treasurer

ANDERSON COLLEGE ASSOCIATION

Mrs. C. S. Sullivan	President
Mrs. John E. White	Vice President
Mrs. Charles Burton	Secretary
Miss Mary Helen Burriss	Treasurer

ANDERSON COLLEGE ALUMNAE ASSOCIATION

Mrs. Dan Ligon	President
Mrs. Cordes Seabrook	Vice President
Miss Emily Sullivan	Secretary
Miss Louise Shearer	Treasurer

FOREWORD

For fathers and mothers and guardians, and for the young woman considering the selection of a college, this statement is offered with respect to Anderson College.

A catalogue does not and cannot tell the truth—the whole truth—about a college. The vital matter—of what it will do to the inward life of character and ideals and ambitions of the student cannot be judged by its academic display alone. There are many things to consider in making an intelligent choice of college for a girl.

First: Its Location. Is its situation favorable to the concentration of the student's mind and heart upon the work to be done? Are its social contacts helpful to the main end of preparation for useful life?

Second: Its Equipment. This refers to faculty and administration; also to the accessories of instruction and provisions of dormitory and dining room. The student is tremendously influenced by her respect for the dignity and comfort which her college affords.

Third: Its Atmosphere. This is a most vital concern. A college may have all the other things, but unless it achieves the power of inspiration and enthusiasm and is permeated through and through with a great and noble spirit, it misses—and its students miss—the most essential moral value in education.

Fourth: Its Cost. People of wealth raise no issue of expenses, but they ought to. A girl may spend so much on her college that she expends very little on her education. The college which practices moderation in its charges will inculcate an economic and sound minded habit of thought in its students.

To these conditions of intelligent college life, Anderson College makes a sincere response.

First: Anderson is a remarkable community and its situation for a hard working student life is particularly favorable. It is a city of all conveniences, but it is not a city run mad with distractions. It loves its college and the students in it receive the most satisfying social consideration.

Second: The equipment of Anderson College represents a selected faculty of twenty-five instructors who have been chosen for expert proficiency, personality and Christian character. Its comfort for living and its beautiful appointments are by all acknowledged. There is never a complaint in this regard.

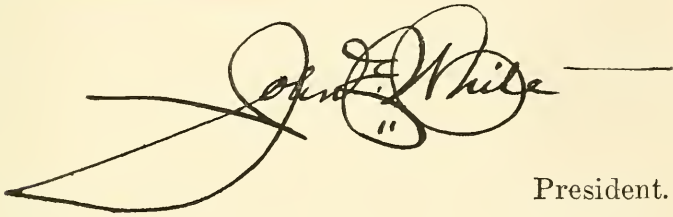
Third: The atmosphere of Anderson College is distinctive of a certain definite resolution to keep moral and spiritual values in pre-eminence. Dr. Wilfred T. Grenfell, of Labrador, recently visited Anderson College. He wrote back these words to the President:

“I tried to emphasize the message which they told me afterwards you are always standing for—the influence of the living soul, as the supreme motive power, as against all and any intellectual attitudes.”

This is the atmosphere of Anderson College, the pressure with which it enfolds the girls within its walls.

Fourth: The expense rates of Anderson College are fixed moderately. With a generous community and the assistance of the Baptist State Convention of South Carolina, it is enabled to afford its great advantages at less than the actual cost for the maintenance of the student. Four hundred dollars is the charge for board and tuition and all fees. The special departments are also moderately priced as indicated in the catalogue.

The President will be permitted to add a personal word to prospective patrons and students. The Anderson College girl is cared for as an individual and not as one of a mass of students. Her peculiar problem, her physical case, her mental peculiarity, and her moral personality are matters of thoughtful conference.

A handwritten signature in cursive script, reading "John D. White". The signature is written in dark ink on a light background. The letters are fluidly connected, with a large loop for the 'W' and a long, sweeping underline that extends to the left. A horizontal line is drawn through the signature, starting from the right and ending under the 'e'.

President.

ANDERSON COLLEGE 1848-1926

The first recorded reference to Anderson College is found in the minutes of the Saluda Baptist Association for 1848. The year before this date, Dr. William Bullein Johnson, at the time President of the Southern Baptist Convention, established a school at Anderson Court House for the higher education of women. At first it was named "The Johnson Female Seminary". This institution was adopted by the Saluda Association in a formal resolution in 1849:

"Resolved, that as an institution for females we earnestly recommend to the public patronage, Johnson's Female Seminary at Anderson Court House, South Carolina, under the control of the Baptist denomination as an institution of very superior character, eminently worthy of our foster and care.

"Resolved, that we adopt the said Seminary as our associational high school for females; and will co-operate with our friends and brethren at Anderson village in sustaining and enlarging its usefulness."

The establishment of a college for women in Anderson was the undying fire of seventy-five years of community purpose, lighted in 1847 by the Johnson University enthusiasm. In 1910, the Anderson Chamber of Commerce inaugurated a campaign for subscriptions to build a college in fulfillment of the long deferred hope. The community responded with energy and unity. A mass meeting of citizens instructed a committee to proceed to the South Carolina Baptist Convention in session at Laurens, November, 1910, and to offer the Baptists of South Carolina \$100,000.00 and a beautiful property of thirty-three acres, located on the Boulevard within the city limits. This committee appeared before the Convention at Laurens and in

the name of the people of Anderson urged the acceptance of the gift. The Convention voted unanimously to accept it, and elected trustees. For thirteen years the College through struggle has grown to its present estate of success and will begin its 15th session September, 1926, in a rising tide of wider and wider recognition in the South.

LOCATION AND SURROUNDINGS

The community of Anderson is particularly favorable for a progressive college. It offers the advantage of a cultivated and prosperous people who identify themselves with the institution in a whole-hearted way. The fabled estrangement of "town and gown" has no existence either in fact or fancy at Anderson. The faculty of the college constitute an honored citizenship and intermingle with the community life. The Chamber of Commerce, Rotary, Lions, and Kiwanis Clubs and all civic movements include it in their programs of co-operation. The Anderson College girl is welcomed as a personal asset and recognized as the symbol of the most vital enterprise of the community. Under these conditions her life produces more than an academic result, it produces the sense of public responsibility and community service.

The college is situated on a commanding elevation, a mile from the center of the city, in the midst of the handsomest private residences and on the Boulevard, one of the great streets of the city. A more beautiful location under the healthiest and most wholesome environment could never have been found for a college.

THE EQUIPMENT

The educational plant fits worthily into its surroundings. It consists of five modern, steam-heated brick buildings, connected by corridors, with ornamental loggias. Its dormitories provide exceptional comforts, affording every girl the practical conveniences found in the best appointed homes. To every room is attached its private bath and

lavatory, with hot and cold running water. The furnishings are uniform and of the best quality. The class rooms are uniform, large, and well ventilated. The dining-room and kitchen are in appointment and equipment unexcelled by the best modern hotels. The charm of Anderson College life is homelikeness and a great spirit of a big family contented and happy.

STANDARDS

In academic requirements, Anderson College maintains in actual performance a level of efficiency in equipment, teachings, and curriculum entitling it to the full recognition of the State Department of Education as a Standard College according to the definitions of the department. Its administration keeps intelligently abreast with the growing demands for academic efficiency through increased requirements for entrance and graduation. Full information of the courses of study offered will be found in this catalogue.

ANDERSON COLLEGE SCHOLARSHIPS AND LOAN FUNDS

I. Service Scholarships. In co-operation with ambitious students of limited means, from whose ranks comes leadership in church and state, and as fundamental to the character and ideals of a Christian college, the Board of Administration, with the approval of the Trustees, has organized a system for partial self support through appropriation from the college treasury of One Hundred Dollars per student for a limited number of scholarships. Students applying for this assistance engage to perform such service in the dining room, halls, library, studios and office as may be assigned them. These scholarships are designed to assist the student rather than to secure service. The number is quite large and the tasks apportioned do not rest heavily upon any individual. The effect of these provisions is the substantial aid rendered to the student and the creation in

the college body of the general spirit of helpfulness which belongs in a well ordered household.

II. Other Scholarships. Through the generosity of churches and individuals, an unusual number of loan scholarships have been provided to assist young women of exceptional merit.

1. First Baptist Church of Anderson—

Baraca Class,
Philathea Class,
Young Matron's Class,
Woman's Missionary Society,
Ladies Aid Society,
Foster L. Brown,

2. Kiwanis Club.

3. Saluda Association W. M. U.

4 Anderson College Association.

5. Martha E. Paxton Scholarships for Georgia Girls
(Miss Mary A. Walker).

No application for scholarship assistance can be considered until the applicant has registered and paid the usual fee of Ten Dollars.

GENERAL REGULATIONS FOR COLLEGIATE WORK

EXAMINATIONS

Two regular examinations will be given during the year. These will be held at the close of each semester.

In addition to these regular examinations, class tests and quizzes will be conducted at such times as the instructor in charge may see proper. These quizzes are never to extend over more than one recitation period of one hour.

Absence from examination means failure on the part of the student, and in no case will a second opportunity be given during the same year to stand the examination, unless it can be satisfactorily established that the absence was due to causes entirely beyond the control of the student or her parents. In case of sickness sufficient reason must be given to show that the sickness was of such a nature as to prevent attendance at the time.

REPORTS

Reports are sent quarterly to the parent or guardian of each student, showing her class standing. We desire to keep in close touch with the parent or guardian with reference to the student's progress and welfare in general. Parents are earnestly requested to examine these report cards and co-operate in every possible way with the college in order to strengthen points of weakness and deficiency. Parents can render valuable assistance by a hearty, sympathetic co-operation.

CONDITIONS AND DEFICIENCIES

Students who fail to make the required passing mark in their first examination will be given a second chance. Those failing at the end of the first semester, will be given a chance to make good this deficiency sometime during the second semester. Those who fail at the close of the second

semester will be given a chance to make good this failure at the beginning of the following fall term of school. To seniors failing in their final examinations, a second opportunity will be given immediately following their failure. Those who fail in two successive examinations will be required to repeat the semester's work in which the failure is made.

IRREGULAR OR SPECIAL STUDENTS

Students wishing to pursue a course of study in any of the special departments will be admitted into the college as irregular or special students.

REQUIREMENTS FOR ADMISSION

1. A deposit of \$10.00 is necessary for the reservation of room space and will be credited on first payment.

2. Applicants shall file in office by September 1st the uniform admission certificate properly filled out and signed by the high school principal of the school last attended. The required blank is sent to each applicant for admission.

3. A unit represents a year's study in any subject in a secondary school, the equivalent of 5 forty-five minute recitations a week for thirty-six weeks. For unconditional entrance to the Freshman class, every applicant must present 15 units.

4. The following entrance units must be presented for the A. B. degree and the degree of B. S. in Home Economics:

English	3
Mathematics	2½
History	2
Latin or Modern Language	2 or 3

(1.) Two units must be offered in some one language. Students fulfilling this condition may offer one unit in another language.

(2.) If only two units in language are offered, one unit must be offered in science.

Four and one-half units to be chosen from the following:

English	1	
Advanced Arithmetic	$\frac{1}{2}$	
Solid Geometry	$\frac{1}{2}$	
Advanced Algebra	$\frac{1}{2}$	
Latin	1	or 2
German	1	or 2
French	1	or 2
Spanish	1	or 2
History	1	or 2
Physics	$\frac{1}{2}$	or 1
Chemistry	$\frac{1}{2}$	or 1
Botany	$\frac{1}{2}$	or 1
Zoology	$\frac{1}{2}$	or 1
Physiology	$\frac{1}{2}$	or 1
Agriculture	$\frac{1}{2}$	or 1
Household Arts	$\frac{1}{2}$	or 1
Music	$\frac{1}{2}$	or 1

6. No credit will be given for work in science unless note-books are presented for inspection or unless satisfactory evidence is given the Head of the Science Department that the proper laboratory work has been done. Any units offered in Music for entrance credit must be approved by the Director of the Music Department. One of the units offered in history must be for work in Ancient History.

7. All students who present themselves as candidates for graduation in Music, Art, or Expression must offer 15 units for entrance.

Anderson College takes a liberal policy in regard to entrance credits of candidates for graduation in Music, Art, or Expression. For example, if a student cannot offer the full number of units in Mathematics, an equal amount of work offered in Science, History, or Language will be accepted, with the permission of the Dean on the recommendation of the Classification Committee and with the approval of the

Director of Music or the Director of Art or the Director of Expression. Also, with the permission of the Dean on recommendation from the Classification Committee and the Director of the Music Department or the Director of the Art Department, or the Director of the Expression Department, students may begin to specialize before they have completed their entrance work.

ENTRANCE REQUIREMENTS

ENGLISH—3 or 4 UNITS

Preparation in English must be thorough in fundamentals: A correct and clear English spoken and written, and the ability to read with accuracy, intelligence, and appreciation the best literature. One unit for each full year's work in English is granted. The preparation course, however, must include the requirements in both reading and study as designated below.

A.—READING

One selection in each of the following groups, except as otherwise provided under Group I.

I. Classics in Translation: The Old Testament (comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther), The Odyssey (about 125 pages), The Illiad (about 125 pages), The Aeneid (about 150 pages). These should be read in English translations of recognized literary excellence.

For any selection from the above group a selection from any other group may be substituted.

II. Shakespeare: Midsummer Night's Dream, Merchant of Venice, As You Like It, The Tempest, Twelfth Night, Taming of the Shrew, Romeo and Juliet, King John, Richard II, Richard III, Henry V, Coriolanus, Julius Caesar, Hamlet, Macbeth.

III. Prose Fiction: Bunyan—Pilgrim's Progress Part I; Swift—Gulliver's Travels; DeFoe—Robinson Crusoe Part I; Goldsmith—Vicar of Wakefield; Mrs. Gaskell—Cranford; Kingsley—Westward Ho; Reade—The Cloister and the Hearth; Blackmore—Lorna Doone; Hughes—Tom Brown's School Days; Stevenson—Treasure Island; Kid-

napped, Master of Ballantrae, Dr. Jekyll and Mr. Hyde; Poe—Selected Tales; Hawthorne—The House of Seven Gables, Mosses from an Old Manse, The Scarlet Letter; any novel from the novels of Scott, Jane Austin, Dickens, Thackeray, George Eliot, or Cooper.

IV. *Essays, Biography, Etc.*: Addison and Steele—The Sir Roger De Coverly Papers; Franklin—Autobiography; Irving—Selections from the Sketch Book; Southy—Life of Nelson; Lamb—Selections from the Essays of Elia; Lockhart—Selections from the Life of Scott; Macaulay—Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great (any one), Ruskin—Sesame and Lilies or Selections; Dana—Two Years before the Mast; Lincoln—Selected Orations; Woodrow Wilson—On Being Human, When a Man Comes to Himself, or Selected Orations; Parkman—The Oregon Trail; Thoreau—Walden; Holmes—The Autocrat of the Breakfast Table; a collection of Essays by Lamb, De Quincey, Hazlitt, Lowell, or Emerson. Selections from the essays of Gilbert Chesterton.

V. *Poetry*: Palgrave—Golden Treasury; Goldsmith—The Traveller and The Deserted Village; Pope—The Rape of the Lock; Coleridge—The Ancient Mariner, Christabel, and Kubla Khan; Byron—Childe Harold Canto III or IV and the Prisoner of Chillon; Scott—The Lady of the Lake or Marmion; Macaulay—Lays of Ancient Rome; Tennyson—Idylls of the King, In Memoriam, or Selections; Browning—Selected Poems; Arnold—Sohrab and Rustum and The Forsaken Merman; Selections from American Poetry (with special attention to Poe, Lowell, Longfellow, Whittier, and Lanier).

B.—STUDY

No selection offered for the work above will be accepted for this group. Any other reading may be submitted to the English Department, and with its approval, be substituted

for any of the above. One selection, studied in the class room, must be offered from each of the following groups:

I. Drama: Julius Caesar, Macbeth, Hamlet, Merchant of Venice.

II. Poetry: Milton—L'Allegro, Il Penseroso, and either Comus or Lycidas; Tennyson—The Coming of Arthur, The Holy Grail, The Passing of Arthur; Selections from Wordsworth, Keats, and Shelly in Book IV of Palgrave's Golden Treasury.

III. Oratory: Burke—Speech on Conciliation with America; Washington's Farewell Address; and Webster's Bunker Hill Oration; Selected Speeches of Woodrow Wilson.

IV. Essays: Carlyle—Essay on Burns (with selections from the poems of Burns); Macaulay—Life of Johnson; Emerson—Essay on Manners, or selected essays.

Note: Where selections are offered they should include from 150 to 200 pages.

SCIENCE—2 UNITS

(a) *Botany, one unit.* The preparation in botany should include a careful study of the following divisions of the subject: Anatomy and morphology, physiology, ecology; the natural history of the plant groups and classification. Individual laboratory work by the students is essential and should receive at least double the amount of time given to recitation. Stress should be laid upon diagrammatically accurate drawing and precise expressive description. Candidates must submit a laboratory note-book properly certified.

Where it is not possible to give a full year's work to the subject, botany may be combined with physical geography and physiology in the construction of units.

(b) *Chemistry, one unit.* Preparation in chemistry should include individual laboratory work, comprising at least one hundred simple experiments; instruction by lecture-

table demonstrations to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations; the study of at least one standard text-book to the end that the student may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. Candidates must submit a laboratory note-book, properly certified.

(c) *Physics, one unit.* Preparation in physics should be conducted upon the general plan suggested for chemistry. The laboratory work should consist of at least twenty experiments in mechanics and sound and twenty in light, heat and electricity. Candidates must submit a laboratory notebook, properly certified.

(d) *Physiography, one unit.* The preparation in physiography should include the study of at least one of the modern text-books, together with an approved laboratory and field course of at least forty exercises actually performed by the student.

When it is not possible to give a full year's work to the subjects, physical geography may be combined with botany and physiology in the construction of units.

(e) *Physiology, one-half unit.* Preparation in physiology should include a study of the nature of foods and their history in the body; the essential facts of digestion, absorption, circulation, secretion, excretion and respiration; the motor, nervous and sensory functions, and the structure of the various organs by which these operations are performed. A note-book, properly certified, must be submitted, with careful outline drawings of the chief structures studied anatomically together with the explanation of these drawings.

(f) *Biology, one unit.* A study of a recent text containing the essentials of Botany, Zoology, Human Physiology, or a half year's course in either Botany or Zoology and a half year's course in Human Physiology.

Note:—Laboratory work is required for unit credit in any science period. Agriculture—an approved course in agriculture equal to the above sciences may be counted. The equivalent of the course in L. H. Bailey's "Principles of Agriculture," with suggested experiments counts one unit.

HISTORY—2 UNITS

For entrance in History each of the following four subjects is counted as one unit.

(a) *Ancient History* which shall include *Greek History* to the Death of Alexander, and *Roman History* to 800 A. D.

(b) *Mediaeval and Modern European History* from 800 A. D., to the present time.

(c) *English History*.

(d) *American History*.

Of these four units the student must offer two units, and may offer two additional units.

It is recommended that the preparation in History include, besides the study of a text-book, parallel readings, use of a note-book and taking of notes.

MATHEMATICS—2 1-2 UNITS

Algebra, 1 1-2 units. Wentworth-Smith's *Academic Algebra* or equivalent.

The fundamental operations, factoring, fractions, equations, involutions and evolutions, inequalities, graphs, theory of exponents and radical expressions, quadratic equations, progressions, logarithms, problems involving different kinds of equations, the Binomial Theorem.

Plane Geometry, 1 unit. Wentworth-Smith's *Plane Geometry*, or equivalent.

A thorough study of the five books of *Plane Geometry*, with as many original exercises as possible; which includes

the study of the theorems concerning straight lines, quadrilaterals, polygons in general; ratio, proportion and similar figures; loci of points, areas, circles, application of the theorems to mensuration.

LATIN—3 or 4 UNITS

(1) *Beginner's Latin*: The inflexions, syntax of cases and moods, structure of sentences in general with some regard to indirect discourse and the subjunctive, translation of simple prose from Latin to English and English to Latin. 1 unit.

(2) *Caesar*: Gallic War I-IV or its equivalent. Grammar and Prose Composition continued. 1 unit.

(3) *Cicero*: Six orations (four against Catiline and two others). For part of the orations Sallust's Catiline may be substituted. 1 unit.

(4) *Virgil*: Six books of the Aeneid, or its equivalent in Ovid's Metamorphoses. 1 unit.

FRENCH

(1) *Elementary, 2 units*. During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions, the order of words in the sentences, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation, and drill in pronunciation.

During the second year the work should comprise: (1) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral, sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

(2) *Intermediate, one unit.* This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation and drill in pronunciation.

GERMAN

(1) *Elementary, two units.* During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar; that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected

from the reading lesson (the teacher giving the English) and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the offhand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

(2) *Intermediate, one unit.* The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

SPANISH

(1) *Elementary, two units.* During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, pronouns and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translations into Spanish of easy variations from sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) The reading of from 250 to 400 pages of modern prose from different authors; (2) practice in translating Spanish into English and English variations of the text in Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

(2) *Intermediate, one unit.* For intermediate work in Spanish the student should have completed a course similar and equivalent to the intermediate work in French outlined above.

A test of ability to pronounce and understand Spanish when read to the student will be required.

GENERAL REQUIREMENTS

CLASSIFICATION OF STUDENTS

All new pupils must appear before the classification committee for the purpose of consultation with reference to the work done previous to their coming to the college. After a course has been decided upon between student and committee no changes will be allowed after the first week unless the health of the student be involved.

All students are requested to examine carefully the different courses of study offered, and the schedule of hours in order to facilitate registration.

ADVANCED STANDING

Students from other colleges seeking admission to this institution must present letters of honorable dismissal from the institution last attended, together with official certificates showing specifically the subjects pursued, the duration of each course, and the grade attained.

WHEN TO ENTER

Parents are earnestly requested to see to it that their daughters enter the first day of the term, if possible, this for reasons that are evident. Classes are formed and the work is begun then, and the loss of one week may prove a serious detriment during the entire year. Also, students should remain on duty to the last day of the school year. Serious results often follow the loss of a few days during the term, or towards the close of a term.

GRADUATION REQUIREMENTS

To be entitled to a degree or diploma, the student must, in every respect, prove herself worthy of the honor. A diploma given by an institution is an evidence of character, and should in every instance be so regarded.

The course of study outlined and required in the department from which the student wishes to graduate must be completed in a satisfactory manner.

Every student is required to take 15 hours of recitation work per week, or the equivalent, and is not permitted to take more than 18 hours per week. By special permission, based upon good reasons, this rule may be disregarded.

Upon the satisfactory completion of 60 hours* of study under the above prescribed conditions, and the regular required work in physical culture, the student will be recommended as an applicant for a degree.

GRADES

A, B, C, are passing grades; D means that certain work remains to be done before the student can receive credit in that particular course. E, means failure and the course must be taken over.

No credit will be allowed for work done in Summer Schools except by certificate from an accredited summer school, or by examination by the Head of the Department concerned, during the first week of the fall or spring semester.

*One hour is equivalent to one recitation per week of one hour for one year.

COURSE OF STUDY FOR A. B. DEGREE

FRESHMAN YEAR

	Required Work
English I -----	3
Mathematics -----	3
History I -----	3
Latin or Modern Language -----	3
Physiology & Hygiene ----	1
Bible I -----	2
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	15

SOPHOMORE YEAR

	Required Work
English II -----	4
History -----	3
Mathematics or Science	} Physics Chemistry -- 3 Biology
Latin or Modern Language	
Bible II -----	
	<hr/>
	15

JUNIOR YEAR

Psychology -----	3
Composition III -----	2
Elective -----	10
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	15

SENIOR YEAR

Sociology and Economics --	3
Elective -----	12
	<hr/>
	15

In the Junior and Senior years each student must do her major work in one of the following groups, i. e., she must do at least 15 hours of her elective work in subjects listed in one of the groups:

GROUP 1

English
History
Philosophy
Education
Bible

GROUP 2

Mathematics
Biology
Physics
Chemistry
Geology
Bacteriology

GROUP 3

French
German
Spanish
Latin

Required work -----	37 hours
Major -----	15 hours
Other electives -----	8 hours
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Total -----	60 hours

Any student may elect work in the departments of Art, Music, Expression, or Home Economics; the amount of credit allowed on the A. B. degree for such work not to exceed six hours.

No student shall receive credit on A. B. degree for work in more than two special departments.

No credit shall be allowed for less than two semesters' work in any special department.

In all subjects in which the second semester's work is a continuation of that of the first semester, no credit will be given unless the course is taken the entire year.

A student must continue for at least one year in College any language offered for entrance credit. A student offering only one unit in modern language must take that language for two years in College. A student offering no units in modern language must do one year of a language in the Sub-Freshman department and two years of the same language in College.

A student admitted to advanced standing in the Language department, who fails in her work for the first sixty days will be put into the next lower class.

No student may carry more than 18 or less than 15 hours work or its equivalent during any semester unless she shall have the permission of the Dean on recommendation from the Faculty. A request for such recommendation shall be presented in writing to the Faculty within the first two weeks of any semester.

DESCRIPTION OF COURSES OF STUDY IN COLLEGE DEPARTMENT

THE DEPARTMENT OF ENGLISH

The purpose of this department is two-fold; to develop the ability to write smoothly, clearly, and correctly; and to stimulate understanding and appreciation of the finest of English literature. We deplore the present tendency of some of our secondary schools and colleges to ignore the absolute necessity of a thorough understanding of grammar and composition, as a prerequisite for the true appreciation of all that is good and noble in literature. The English Department of Anderson College, therefore, undertakes to teach the student how to write and how to understand the simple forms of discourse. For this reason the work in Composition receives special attention.

REQUIRED WORK

~~Composition I:~~ *Eng I*

This course seeks to connect the work of the high school and the college. The fundamentals of grammar and rhetoric are stressed. Spelling, punctuation, and the meaning of words receive considerable attention. The common mistakes of speaking and writing are pointed out and frequent exercises which are helpful in remedying these mistakes are given. Written themes are required at least once a week, and oral themes are called for at the discretion of the teacher. Required of Freshmen: *2* hours per week throughout the year. 6

~~Literature I:~~ *A survey of American Literature.*

Illustrative Readings. Parallel Readings. Special attention will be given to the familiar poems and songs of American Literature. Quotations will be memorized and

located. Required of Freshmen: 1 hour per week throughout the year.

Composition II:

The work of Composition I is continued throughout this course. Special attention will be given the writing of the paragraph—its unity, coherence, and emphasis. The four forms of discourse will be studied briefly. Required of Sophomores: 1 hour per week throughout the year.

Literature II: A Rapid Survey of English Literature.

The purpose of this course is to give a background for the more careful study of the great English masters of Literature. The industrial, social, political, and religious life of the people will be related to their literature. Illustrative Reading. Parallel Reading. Required of Sophomores: 3 hours per week throughout the year.

Composition III: Advanced Composition.

This course will continue the work of the previous years in Composition. It may be changed at any time to conform to the needs of the students. One of the four forms of discourse (Exposition or Argumentation) will be studied in detail. Required of Juniors: 2 hours per week throughout the year.

ELECTIVE WORK

English 11: The Short Story.

A study of the technique of the Short Story is made. Some of the best stories of all ages are read critically. Special attention is given to the requirements of the modern Short Story. Elective for Juniors or Seniors who have shown special ability in writing. 2 hours per week during the first semester.

English 12: Journalism.

An introductory course in newspaper writing and edit-

ing. Elective for Sophomores, Juniors, and Seniors the second semester. 2 hours per week.

English 13: Advanced Composition.

Includes poetics and the higher forms of prose. For Juniors and Seniors. 2 hours per week throughout the year.

English 14: Literature of the Bible.

It is the purpose of this course to impress that, as the Bible is the most sacred, so also, it is the most interesting of Literatures. Certain books will be selected. For Sophomores, Juniors, and Seniors. 2 hours per week during the first semester.

English 15: Modern Literature.

A brief study of essays, short-stories, plays, and poems, with special attention to one or more of these types. Tendencies and standards are considered. For Sophomores, Juniors, and Seniors. 2 hours per week during the second semester.

English 16: Nineteenth Century Prose and Poetry.

The prose study includes Carlyle, Matthew Arnold, Ruskin, and others of this period, with emphasis upon their message for today. The poetry study includes Wordsworth, Coleridge, Keats, Shelly, and others. One type will be given the first semester and the other the second. For Juniors and Seniors. 3 hours per week.

English 17: Shakespeare.

During the first semester, the earlier comedies, historical plays, and tragedies up to Shakespeare's middle period. A study of the play as a whole is followed by an intensive study of the chief characters. During the second semester, Shakespeare's later plays are studied, the major tragedies and later comedies. For Juniors and Seniors. 3 hours per week throughout the first and second semesters.

English 18: Tennyson.

An interpretative study of the poet. Some understanding of his technique will be given to the student, but the approach and treatment will be literary in the main. ~~For~~ Seniors only. 2 hours per week during the first semester.

English 19: Browning.

An intensive study of The Ring and the Book or of Paracelsus, together with his leading short poems. Interpretative readings with emphasis upon the poet's message. ~~For~~ Seniors only. 2 hours per week during the second semester.

English 20: Literary Criticism.

A study of the types of literature and the aesthetic principles of literature. Open to any student at the discretion of the classification committee and the instructor. 3 hours per week throughout the year.

English 21: American Literature.

An intensive course in some particular period or phase of American Literature. This course will vary from year to year to meet the needs and desires of those electing it. Two hours per week throughout the first and second semester. Elective for Juniors and Seniors.

Elective courses are subject to change from year to year.

Admission to any elective course must be approved by the instructor in that course. The instructors will be glad to advise the pupils before making elections.

No elective course is continuous; that is, elective courses may be elected for one semester or for both semesters.

MATHEMATICS*Course I—Solid Geometry.*

(A)—The usual course in Euclidean Geometry of space with special emphasis on the solution of original exercises.

Required of all Freshmen who have not received entrance credits in Solid Geometry. Three hours a week through the first semester.

Course I—College Algebra.

(B)—This course begins with a review of the fundamental principles of Algebra and includes the study of quadratics, progressions, linear equations, etc. Three hours a week through the first semester. Required of all Freshmen who have received entrance credit in Solid Geometry.

Course II—Plane Trigonometry.

This course embraces the solution of the right and oblique triangles by means of the Trigonometric functions and by the use of logarithms, also the relations based upon the formulae. Required of all A. B. Freshmen. Three hours a week through the second semester.

Course III—Analytic Geometry.

This course is intended to give a simple exposition of those portions of Mathematics beyond Trigonometry. It includes that portion of Plane Analytics pertaining to curve plotting of the straight line, circle and the conics. Prerequisite, Course II. Three hours a week through the first and second semesters.

Course IV—Vocational Mathematics.

This course is intended to make the student efficient and accurate in matters of practical importance to girls. It covers a review of the essentials of Arithmetic, Mensuration, and practical problems in dress-making, millinery, cooking, heating and lighting of houses and investment. Required of all B. S. students. Three hours a week through the second semester.

*SCIENCE DEPARTMENT**Chemistry I—General Chemistry.*

A course in general chemistry covering the chief laws of the science. Special attention is given to the laws of chemical combination; the theory of ionization; equilibrium, oxidation; reduction; solutions; neutralization processes; and descriptive chemistry of the non-metals. Enough organic chemistry is given to make the course practical and applicable to every day life. Lectures, quizzes and laboratory work. Two hours recitation and two hours laboratory—credit 3 hours. First and second semesters.

Chemistry II—Household Chemistry.

This course is given with the special needs of students in Home Economics in mind. Only such portions of theoretical chemistry is presented as is essential to the comprehension of the applications of Chemistry to household affairs. Two hours laboratory—credit 1 hour.

Biology I.

(a) Zoology. The habits, physiology, anatomy and economic relations of animals are studied. Genetics and Eugenics with related facts and modern biological theories are discussed.

(b) Botany. This course includes the morphology and physiology of plants, the kinds and relationships of plants and the identification of local flora. Lectures, quizzes, field and laboratory work. Two hours recitation and two hours laboratory—credit 3 hours. First and second semesters.

Physics I—General Physics.

A course covering mechanics, properties of matter, heat, magnetism, electricity, sound, and light. The applications to the home and the appliances of everyday life are especially emphasized. Lectures, quizzes and laboratory work. Two

hours recitation; two hours laboratory—credit 3 hours. First and second semesters.

Bacteriology:

A course in the different processes of media making and of bacteriological technique includes mounting and studying of specimens of the various pathogenic micro-organisms.

HYGIENE AND FIRST AID

(Required Freshman Class)

One hour a week throughout the year.

General Health Lectures. Things every girl ought to know. Required of first year students.

Red Cross Courses—"Home Hygiene and Care of the Sick"; also "First Aid". Complete course given under instruction of College Nurse and Physician.

Practical demonstration and experience in First Aid Measures. Red Cross certificates in each course awarded to those successfully passing the examinations.

DEPARTMENT OF HISTORY

History I

This is a general course in European History. A rapid survey is made of the Roman Empire, Papacy, Feudalism, Renaissance, Protestant Reformation, French Revolution, the Great War. 3 hours a week throughout the year. Required of Freshmen.

History II:

England to the Stuarts. National origins, early political and social organization, feudalism, the rise of the national state, Parliament, the strong Tudor monarchy, and cultural development are some of the principal topics.

England from James I to George V (1603-1919). Political and constitutional development, commercial and industrial growth, the colonies, imperial problems and democratic and social reform. 3 hours a week first and second semesters.

History III (American History)

Colonial Period (1607-1783). This course deals briefly with the period of discovery but more in detail with the origin and development of political, social, and economic institutions. The chief events of colonial history are considered with especial reference to the relations between the English colonies and the mother-country and the economic and political causes leading up to the Revolution. Other topics are: the struggle for the control of North America by the French and English and the peace of 1763; the territorial, political, and economic conditions of the English colonies in 1763; the new policy of the English government; the development of colonial opposition; the constitutional and philosophical arguments on both sides; the beginning of hostilities; the Declaration of Independence; the progress of the war; Congress as a governing body; the Loyalists; French and Spanish intervention; Washington's triumph; the preliminaries and the terms of peace of 1783.

The Formation and Growth of the Nation (1783-1829).—The following topics are considered: conditions following the Revolution; government under the Articles of Confederation; adoption of early state constitutions; organization of western territory; interstate controversies; problems of diplomacy and foreign trade; violations of the treaty of peace; paper money; Shay's Rebellion; the Constitutional Convention; analysis of the Constitution; ratification; organization of the national government; development of parties and of the cabinet; establishment of the financial system; the political revolution under Jefferson; international relations; internal improvements; Louisiana Purchase; War of 1812; the development of the West; rise of the cotton South; the new industrialism; the tariff; Missouri Compromise; the Monroe Doctrine, and the

rise of Jacksonian Democracy. 3 hours a week first and second semester. (Students expecting to teach in the public schools are advised to elect History III as the second required course in History.)

History IV (Political Science)

Introduction to American Government. This course is devoted to an analysis of the organization and activities of the American government—local, state, and national. Some of the topics treated are: (1) the historical foundations of American institutions; (2) the evolution of federal and state constitutions; (3) the development of political parties and party machinery; (4) nominations and elections; (5) the organization, powers, and duties of the executive, legislative, and judicial departments of the federal, state, and local governments; (6) city government; (7) public administration and administrative reform; (8) a critical estimate of the abilities of men now in public office or in positions of political importance; (9) government regulation of business through such agencies as the Interstate Commerce Commission, the federal Trade Commission, and the state regulating bodies; (10) the welfare activities of the various governmental agencies. Emphasis is placed upon the actual work governments perform. 3 hours a week first and second semesters.

History V

Though effort is made in every course to stimulate the interest in present day questions and international affairs, in this class special attention is given to questions of national import in our country and to the leading world problems. As far as time permits this class is made more than a "Current Events" class and the reasons for present day conditions are studied. 1 hour a week first and second semesters.

SOCIOLOGY AND ECONOMICS

FIRST SEMESTER

(A)—Sociology.

An introduction to general Sociology. This course begins with a study of social origins, then takes up the principles of general Sociology, applying them to a number of concrete problems which concern the family, the state, school and other institutions.

SECOND SEMESTER

(B)—Economics.

This course is designed to acquaint the student with the fundamental laws concerning wealth getting and distribution. A study will be made of the problems that arise between labor and capital.

Required for B. S. Degree.

*DEPARTMENT OF PHILOSOPHY**General Psychology*

A survey of the field of normal human psychology. The principal topics studied are: the structure of the nervous system, the most important mental processes, and the behavior reactions. The course aims to furnish the student with a clear and unified conception of the operations of the mind. First semester; three hours a week. Required of Juniors.

Ethics

After a brief historical introduction, in which several types of ethical theory are reviewed, a system of Ethics is developed in detail. In this development the viewpoint assumed is that of the "Self-Realization School", as worked out by modern idealistic thinkers. The course aims to provide the student with a working philosophy of life. Second semester; three hours a week. Required of Juniors.

Logic

A study of the terminology and methods of traditional logic, and of concrete examples of valid and invalid reasoning. The course is planned to interest the student in logical theory, but its principal aim is to develop trained methods of thinking in any line of endeavor. First semester; two hours a week. Elective for Juniors and Seniors.

Social Psychology

A study of the consciousness and the behavior of human beings in so far as these are due to social relationships. Social Influences, such as custom, imitation, suggestion, group-conflict; Social Groups, such as crowds, mobs, co-operative groups; and the individual as a social being—these matters furnish the principal topics of the course. Second semester; three hours a week. Elective for Juniors and Seniors.

DEPARTMENT OF EDUCATION

This is a distinctly professional department and its purpose is to fit young women to teach in the public schools of South Carolina and neighboring states.

To be efficiently and professionally trained, students should have a broad liberal education, cultural in its refinement of powers, with specialization in those subjects which train them in the development of the scientific art of teaching.

To achieve this end, courses are offered which promote academic scholarship, the fine, expressional, and home arts, and various elective or required work in education and educational psychology.

While these various courses are provided, the main work is to train and develop teachers.

To meet the demands of the state for better trained teachers and to meet the requirements of the State Board

for the professional certification of teachers, the college is now offering two Two-year Normal Curricula in addition to the Four-year curriculum leading to the bachelor of arts degree.

The Normal and college Curricula require for entrance a four-year State High School diploma or an equivalent preparation, or that the candidate pass an examination equivalent to that offered in such schools.

No student in the short courses has completed either Two-year curriculum until all the work has been passed successfully.

Students taking advanced work are advised to elect the Practical Course in Expression, Community Singing, Public School Music, Industrial Art, and Home Economics.

The required observation or practice teaching is done in the elementary and high schools of the Anderson Public School System.

A kindergarten under the tutelage of a professionally trained kindergarten teacher is contemplated.

Citizens of Anderson will have the unusual privilege of sending their children of the pre-school age to this kindergarten which will be in direct affiliation with the educational program sponsored by the Department of Education, and tuition will be charged by the college.

CURRICULA REQUIREMENTS

Required two-year curriculum for those students expecting to teach in primary grades:

Two-year curriculum for Primary Grades:

<i>First Year</i>	Hours
English 1 -----	3
History 1 -----	3
Education 1A, 1B -----	3
Industrial Art -----	2
Public School Music -----	2
Bible -----	2
Health and Hygiene -----	1
Contemporary History -----	1
Home Economics -----	1
Physical Education (2) -----	0
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Second Year

Educational Psychology 1A, 1B -----	3
Story Telling and Child Literature -----	3
Education 2A, 2B -----	3
Mathematics -----	3
Geography -----	1½
Nature Study -----	1½
Bible -----	2
Community Singing -----	1
Physical Education -----	0
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Two-year curriculum for students who desire to teach in elementary or grammar grades.

The first year will be the same as that for the primary short course.

<i>Second Year</i>		Hours
English 2 -----		3
Mathematics -----		1½
Educational Psychology 1A, 1B -----		3
Education 3A, 3B -----		3
Education 4A, 4B -----		3
Bible -----		2
Agriculture -----		1½
Community Singing -----		1
Physical Education (2) -----		0
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Physical Education is taken for two periods each week, without credit.

KINDERGARTEN

Students who desire to take Kindergarten courses, must arrange their work with the Head of Department of Education.

COLLEGE COURSES IN EDUCATION

Students who are taking the regular college courses leading to an A. B. or B. S. degree may take advanced work in Education as electives. But all students who are working for professional certification must take Educational Psychology as one course of the minimum 18 semester hours required by the State laws.

COURSES OPEN TO JUNIORS AND SENIORS

	Hours
Education 3A, 3B -----	3
Education 4A, 4B -----	3
Education 5A, 5B -----	3
Education 6A, 6B -----	3
Education 7A, 7B -----	3
Education 8A, 8B -----	3
Education 9A, 9B -----	3
Educational Psychology 2A, and 2B, or 2C -----	3
Educational Psychology 3A, 3B -----	3

EDUCATION

1. A. Introduction to Education:

This course deals with study habits and their formation; the aims and practices of contemporary educators, with the view in mind of giving the student a sympathetic understanding of school thought, problems, and the scope of the field of education.

1. B. Pedagogy and School Law:

The purpose of this course is to acquaint the student with the fundamental principle of elementary school management, the State school laws as they affect the elementary schools and the teacher's relationships to the community, school patrons, fellow-teachers and administrative officers.

2. A. Methods of Teaching in the Primary Grades:

A very definite course in teaching the primary subjects in the first three grades. Prerequisite 1A, 1B.

2. B. Observation and Practice Teaching in the Primary Grades:

No student is admitted to practice teaching until the first year work is completed.

This course gives the students actual experience in observation work, analysis of the teaching process, and meeting the problems which arise in school room activities.

Reports, discussions and conferences with the critic teacher all aid in developing skilled technique in the art of Teaching.

3. A. Rural Education:

This is a course for the rural teachers and those entering rural schools. A study will be made of the immediate needs of the neighboring counties, after working out the conditions as they exist, and constructive plans developed to promote education and the improvement of rural life conditions.

3. B. *Community Organization:*

A course designed for those preparing for rural school work or rural leadership. The country school teacher is more and more becoming the "Social Engineer" and "Community Manager" in the region chosen as the field of work.

Topics: Health, social problems, community surveys, the modern rural school as a social center and its co-ordination with church and Sunday School, community organization, athletic, industrial and cultural activities. Practical opportunities for service will be a part of the laboratory work.

4. A. *Teaching and Supervision of History and Civics in the Elementary Schools:*

The supervision and teaching of history and civics in the elementary school will be taught the first semester; observation of history and civic instruction; organizing and selecting subject matter; and supervising principles.

4. B. *Methods in the Elementary School Subjects:*

This course is a continuation of 4A and the selection and organization of subject matter, methods of presentation for the various subjects of the elementary school subjects other than history and civics are emphasized.

5. A. *Principles of Secondary Education:*

This course considers the aims, curricula, organization and administration of secondary education. Attention will be centered upon the high schools of South Carolina.

5. B. *Teaching the High School Subjects:*

This course is intended to give those who are preparing to teach or serve as high school principals a more thorough understanding of the problems with a view to reorganizing subject matter to meet the needs of high school students. A term paper will be developed by each student based upon

class discussions, findings and subject of the special subject that particular student is preparing to teach.

6. A. Teacher Training:

Fundamental principles of Normal School Training and Class Teaching are discussed, and the best methods employed in training teachers for efficiency in the school room will be put into practice.

The physical condition of the school room, observation of skilled teachers, conferences with the critic teacher, and the critique lesson, are important factors in this course.

The project plan of organizing topics will be fully developed. Type studies as a basis for class room instruction, lesson planning and practice teaching are specialized. Several large units or type studies will be worked out by the students.

6. B. A Continuation of Teacher Training:

The students will have an opportunity to do practice teaching in the grades in which they expect to specialize, in the Anderson City Schools.

7. A. Class Management and Art of Study:

This course deals with class management as distinguished from class instruction; physical conditions, groups, programs, attendance, discipline, individual adjustments, incentives, grading and the development of good study habits.

7. B. History of Education:

A general survey is made of the most important factors in the history of education; education among the early cultured peoples; development of education in Greece and Rome; recent educational and sociological tendencies in the United States; the movement for industrial education. Parallel reading and written reports.

8. A. Principles of Teaching:

A course dealing with present theories of teaching as

modified by recent psychological and sociological investigations. The student is expected to get control of the principles by using them and to have practice based on well understood reasons but capable of modification if necessary.

8. B. *Educational Sociology:*

The purpose of this course is to introduce the student to the basic facts of social life that have special significance for teachers and for the school as a social unit.

9. A. *School Administration:*

In this course problems of organization, and management, the school plant and equipment, selection of teachers, classification and marking systems, methods of scoring teachers, and extra-curricular activities will be discussed.

9. B. *Methods in the Special Subjects:*

The purpose of this course is to treat the special elementary subjects in regard to choice of subject matter and methods of presentation so that students will have acquired skill in teaching drawing, writing, music, nature study, making programs for special occasions and such other phases of work that will make teaching dynamic.

10. A. *Story Telling and Children's Literature:*

A study is made of nursery rhymes, fairy stories, traditional tales, Bible stories, mysteries, biography, nature, realistic stories and all kinds of literature interesting to children. Expression Department.

Required of all students taking Primary work.

EDUCATIONAL PSYCHOLOGY

1. A. *Introduction to Educational Psychology:*

The primary purpose is to give the student a working knowledge of the psychological principles involved in learning, with emphasis upon original tendencies and their modi-

fiability, habit formation, laws of learning and individual differences.

Required of first year Normal Students.

1. B. *Child Study:*

The physical development, original tendencies, instinctive acts, memory, attention, individualism, and other phases of child life will be studied for the purpose of acquainting the prospective teacher with the development and behavior of children.

Required of Normal students.

2. A. *Educational Psychology Advanced Course:*

The first semester the class will consider native endowment; habit formation; the technique of learning; individual differences; experimental findings in the learning process; intelligence tests.

2. B. *The Psychology of Childhood:*

This course will be given the second semester. Attention will be centered on the general and practical truths scientifically determined by the study of children; their physical nature, growth, development; periods of childhood; suggestion, habit, moral development; influences effecting personality.

2. C. *Psychology of Adolescence:*

This course will be taught in the spring of 1927 alternating with 2. B.

This course is planned to aid teachers to understand and sympathize with the youth of both sexes during the adolescent period. Prospective teachers in high schools and the advanced grammar grades will find this course most valuable. The method includes discussions, reports, and parallel readings. 2. A. and either 2. B. or 2. C. are required of all advanced students of education.

3. A. *Psychology of Learning the Common Branch:*

This course for the first semester will deal principally with the different psychological questions arising in the teaching of the common branches in our schools: what the different type children should be able to accomplish, variation and correction of human capacities, inheritance of mental traits, behavior. In this course will be brought out the ways in which children learn different subjects and what corrections should be made.

3. B. *Psychology of Thinking:*

This course deals with the training and development of reflective thinking; inductive and deductive methods. The problem solving method as developed by Dr. John Dewey is applied to specific problems. The best psychological and educational practice as recognized by the modern educators is demonstrated and discussed from the psychological standpoint and its influence upon the educative process.

Courses 3A and 3B are recommended to all students of education.

FOUR COURSES FOR PROSPECTIVE GRADE TEACHERS

If you intend to teach in any public school, you cannot afford to skip the four courses listed below. Not only will they prepare you to fulfill the requirements, but it is certain that they will secure for you a better position and a better salary, and a better license. We suggest that you take one course each year. The charge is \$15.00 a year each, but if all are taken (one each year), the charge for all four is \$40.00.

Public Speaking or Spoken English.

This course trains prospective teachers to enunciate distinctly and express themselves clearly in addressing their classes, and trains them in the art of reading aloud, declama-

tion, expression and story telling. Class two hours a week. 1 hour credit.

Physical Education for Teachers.

The teaching of indoor and outdoor sports and games suitable for children. How to play them and how to teach them in schools. Class two hours a week.

Public School Drawing.

Many teachers are embarrassed when asked to teach Free Hand Drawing to their grades. This course will prepare them to meet the situation. Class two hours a week. 1 hour credit.

Public School Singing.

Nearly every teacher is expected to teach her pupils to sing simple songs. This course trains the prospective teacher in the elements of music and singing. One hour a week credit.

LATIN

1. *Virgil:*

Translating, Grammar and Prose Composition. A review of forms. Study of Mythology. The story of the Aeneid is read in a standard metrical translation. Three hours per week both semesters.

2. *Cicero:*

De Senectute is read during the first semester, and De Amicitia during the second semester. The work in this course aims not only at translation, but also understanding the philosophy of Cicero. Composition and Grammar. Two hours per week.

3 (a). *Livy:*

Reading of selections from Livy's History of Rome. Special attention to the syntax of verbs. Two hours per week first semester.

3 (b). *Horace:*

Selected Odes and Epodes, Prosody. Two hours per week second semester.

4. *The Teaching of Latin:*

An attempt is made to show that Latin in the high schools can be made interesting and attractive. Rapid reading of high school texts. Two hours per week both semesters.

5. *A Survey of Latin Literature:*

Parallel reading and lectures on the history of Latin Literature. This course does not pre-suppose ability to read Latin, but is elective for any student interested in literature. The Latin Classics are read in standard translations. One hour per week both semesters.

DEPARTMENT OF MODERN LANGUAGES

The purpose of the work in this department is to give the student a *practical* knowledge of the language she studies; to develop the power of literary expression; to broaden the mind and cultivate the taste by an introduction to the best literature of the language. Careful attention is given to grammar, conversation, translation, reading and composition.

No credit is allowed for less than two years work in any language, on the completion of which, other courses in the same language are open to the student as electives. The student, however, is strongly urged to continue throughout her entire course the language she begins with.

FRENCH

Course 1—For Beginners.

Special emphasis is placed upon correct (Parisian) pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. Three hours a week.

Course 2—Elementary French (Second Year). A continuation of Course 1.

It includes the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical sketches. Three hours a week.

Course 3—Intermediate French (Third Year).

Composition, letter writing and conversation are stressed in this course, which includes also the reading of from 400 to 600 pages of French of ordinary difficulty.

Course 4—Advanced French (Fourth Year).

The reading of from 600 to 1000 pages of standard French, classical and modern. At the end of the Advanced Course a student should be able to carry on a simple conversation in French.

GERMAN

Course 1—For Beginners.

Special emphasis is placed upon correct pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. The reading of from 100 to 200 pages of graduated texts from a reader. Easy dialogue or narrative prose. Three hours a week.

Course 2—Intermediate German (Second Year). A continuation of Course 1.

It includes the reading of about 500 pages of standard literature in prose and poetry, and reference readings of the lives and works of the great writers studied. Three hours a week.

SPANISH

Course 1—For Beginners.

Special emphasis is placed upon correct pronunciation, grammatical construction, conversation and the acquisition

of a vocabulary. The reading of about 100 pages of easy Spanish prose. Three hours a week.

Course 2—Intermediate Spanish (Second Year). A continuation of Course 1.

It includes the reading of about 200 pages of modern prose in the form of stories, plays, historical or biographical sketches. Three hours a week.

Course 3—Advanced Spanish (Third Year).

Composition, letter writing and conversation are stressed in this course which includes also the reading of from 400 to 600 pages of standard Spanish, classical and modern.

Course 4—A Course in Spanish Commercial Correspondence.

Practical considerations connected with Spanish instruction in this country suggest a course for the training of students in commercial correspondence and usages. This is primarily a business course, and will include composition, translation, reading and conversation in their relation to business usages. Course 4 may be elected instead of Course 3 on completion of the second year.

SCHOOL OF THE BIBLE AND CHRISTIAN SERVICE

The management of the College has the settled conviction that a Christian institution of learning ought to be Christian through and through, and the courses of study offered should be such as to develop not only the mental powers of the student but the spiritual as well. The study of the Bible is emphasized, therefore, for its cultural value, for its influence in developing Christian character, and for the purpose of equipping the student to take an active part in the work of the church at home and for the larger phases of work of the Kingdom. The approach to the Bible will be in the devotional spirit with the consciousness always that it is the word of God.

Since religious teaching and training have been so largely turned over to the Sunday School, and since it has become one of the mightiest agencies for the evangelizing of the world and for the developing and training of the forces for Christian service, the college devotes two years to this work, giving the major part of the time to a mastery of modern Sunday School work and methods.

The courses in the Bible and Christian Service have been so arranged and articulated that students who complete these courses will be awarded the full "Blue Seal Diploma" by the Sunday School Board of the Southern Baptist Convention and also a certificate for the B Y. P. U. course.

FRESHMAN YEAR

Course 1. The Bible.

First Semester—Old Testament. The work of this class will be directed to accomplish three things during the year: (1) To get a clear and consecutive view of Old Testament history. To do this, the history of the Hebrew race and its institutions as told by the inspired writers will be followed as the main study. (2) The personality and the messages of the great Hebrew leaders will be studied in their settings and under the special conditions with which they had to deal. (3) The teacher will seek to familiarize the pupil with the development of the Messianic hope, with the purpose of showing the preparation of the world for the advent of the Redeemer. The American Revised Bible is the real text-book.

Second Semester—The New Testament. The work of this class will be directed along three lines:

(1) Introductory. The political, social and religious life of the Jews preceding the advent of the Redeemer will be studied, together with the geography, manners and customs of Palestine with a view to preparing the student for an intelligent approach to New Testament conditions.

(2) The life of Christ will be studied as it is recorded in the four Gospels. In this work a harmony of the gospels will be the text-book.

(3) The development of Christianity, as it is presented in the Acts and in the Epistles, will be followed, with a view to familiarizing the pupil with the growth of Christianity during the Apostolic age. This will be followed by an intensive study of Winning to Christ. Three times a week throughout the year.

SOPHOMORE YEAR

Course II (a)—Sunday School Pedagogy (Christian Service).

The first semester will be devoted to a thorough study of the modern Sunday School. The work will comprise Standardization, Organization, Equipment, Qualifications and Duties of Officers and Teachers, Laws of Teaching, "Pupil Life", and a bird's-eye view of Bible History. The New Convention Normal Manual will be the text-book. On the successful completion of this book the student will receive from the Sunday School Board of the Southern Baptist Convention "The King's Teacher" Diploma.

Course II (b)—Continuation of Course II (a).

The second semester will be given to a fuller study of the different departments of the larger or "departmentized" Sunday School, "Organized Classes", and demonstration work in the organization and management of both the smaller and the larger Sunday School. The text-books used will be from the courses offered by the Sunday School Board of the Southern Baptist Convention. Each book successfully completed will entitle the student to a seal for her diploma. Two hours a week throughout the year.

JUNIOR YEAR

Course III (a). The Bible.

First Semester.—*The New Testament.* An advanced course. It includes a review of the principal facts in the life of Christ, with major attention on the development of his mission; the teachings of Jesus as set forth in the gospels, with a view to the mastery of his fundamental principles and their application to modern conditions and life; and thorough study of The Acts and (in supplement) The Epistles, with special emphasis on the organization of Christianity.

Course III (b). The Bible (Continued).

Second Semester.—*The Old Testament.* An advanced course. It includes a fuller study of the growth and developments of the Hebrew race and their social, ethical, and spiritual ideals; special study of some of the historical, poetic, and prophetic books; the gradual preparation of the world for the advent of the Saviour; and a brief survey of ancient monuments as to the absolute accuracy of the records of the Old Testament. Twice a week throughout the year.

SENIOR YEAR

Course IV. Christian Service.

First Semester. This semester will be devoted to a study of Christian history,—a brief review of the first century followed by the development of Christianity from the close of the Apostolic Age to the present time.

Second Semester. The work of this semester will embrace a brief study of the origin and the development of the Sunday School, emphasizing the place of teaching in the work of the Kingdom; a study of Christian Missions,—Biblical basis, expansion, present needs and opportunities for missionary service; brief study of the various missionary and other Christian service organizations of Southern Baptists. Twice a week throughout the year.

New Testament Greek.

The unsurpassed mental discipline values of the study of the Greek of the New Testament is now admitted by most of the great teachers. The *earnest Christian student*, man or woman, finds the greatest possible incentives to pursue this subject. The College offers two-year courses. No credit will be given toward a degree unless the full course is successfully completed.

OUTLINE OF COURSES

Course V (a).

An introductory course, in the forms, vocabulary, grammar, and syntax of the language. An earnest effort will be continued to secure a complete mastery of each of these.

Text-book: Beginner's Grammar of the Greek New Testament (Davis). Three hours a week throughout the year.

Course V (b).

An advanced course. The work on the mastery of forms, vocabulary, grammar, idioms, etc., will be continued. More advanced work in translation will be given. This course includes the reading of at least two of the gospels and other portions of the New Testament, and a careful study of one of the gospels with special emphasis on grammatical interpretation.

Text-books: Greek New Testament (Nestle or Wessatt & Hart). Short Grammar of the Greek New Testament (Robertson). Three hours a week throughout the year.

INTENSIVE STUDY OF MISSIONS

In addition to the regular curriculum of the Department of Bible and the organization of Christian culture, an elective course in the study of Missions will be conducted under the auspices of the Woman's Missionary Union of South Carolina and its faculty of teachers.

THE PRESIDENT'S CHAPEL HOUR

This is a vital feature and factor in the educational values of Anderson College. Dr. John E. White, the President, brings together the College, including all members of the faculty and student body, three days each week for thirty minutes. It is the inspirational hour of the College life. The College Chorus leads the processional from the halls and the gathering is dignified and emphatic of order and interest. The addresses of the President cover a wide range of literature, politics, morals and religion. Once each week the student is brought face to face with world affairs. The unanimous judgment of faculty and students would doubtless appreciate the President's chapel hour as an incomparable opportunity. It is the heart-throb of the institution. The tribute of Alumnae in years to come will reckon it among the profoundly constructive influences of their College careers.

DEPARTMENT OF HOME ECONOMICS

Foods I

This course includes a study of the composition and nutritive value, function, and classification of foods. The preparation of suitable foods for breakfast and lunches at a moderate cost. Stress on food selection.

Laboratory fee: \$7.00. Required of Home Economics Freshmen. Elective for all students.

Foods II

This course is a course in more advanced food study and preparation. Their source, manufacture, adulteration, and supply are studied. Well-balanced dinners at various costs are prepared and served.

Laboratory fee: \$10.00. Required of Home Economics Sophomores.

Dietetics III

Digestion, absorption, and metabolism of fats, proteins, and carbohydrates are studied. The planning and preparing of meals according to the fuel requirements of each individual served. Dietaries for the sick are planned and calories calculated.

Laboratory fee \$2.50. Required of all Home Economics Juniors. Elective for all students.

Clothing I

Simple garments are made. A little drafting is done. Commercial patterns are used mostly. Materials and patterns are selected with reference to the suitability of color and other principles of art. Stress on clothing selection.

Laboratory fee: \$1.00. Required of all Home Economics Freshmen. Elective for all students.

Clothing II

This course includes the making of a fitted lining for use in fitting. A further study of materials, patterns, and principles of design as applied to construction of garments.

Laboratory fee: \$1.00. Required of Home Economics Sophomores.

Millinery III

This course includes the making of patterns for hats, the making of a wire frame, the covering of frames with velvet, silk, and other materials, making flowers and bows, renovating of old hats.

Required of Home Economics Juniors. Elective for all students.

Clothing IV

This course includes a study in draping, using unbleached muslin, and then more expensive materials.

Required of Home Economics Seniors.

Housewifery II

This course includes the study of lighting, heating, cleaning of metals and furniture, dyeing, and other household problems.

Laboratory fee: \$1.00. Required of Home Economics Sophomores.

House Planning IV

This course includes the study of the house from pre-historic man through the architectural periods; planning and furnishing the house in reference to the need of different types of families living on different incomes.

Required of Home Economics Juniors.

Home Economics X: Methods of Teaching Home Economics

This course is designed to meet the needs of students who wish to teach Home Economics. It deals with the organization of courses of study; planning type lessons; equipment of Domestic Science laboratories; the methods used in teaching Home Economics; review of text books used in the elementary and secondary schools.

Required of Home Economics Juniors.

Practice House IV

This course is carried on in the Practice Home, and the students assume all responsibilities. A practical application of nutrition, preparation, and serving of foods; housework, homemangement, hospitality, and social group living are problems stressed.

Required of Home Economics Seniors.

Home Management IV

This course gives a brief study of the history of the family and the meaning of home making at the present time; budgeting in relation to various incomes; household ac-

counts; existing social conditions in their relation to the home.

Required of Home Economics Seniors. Elective for all students.

Lunchroom Management IV

Practice is given in handling materials in large quantities for lunchrooms. Cost of raw materials, cost of preparation, number of servings, overhead expense, and profit and loss are figured.

Required of Home Economics Seniors.

Teaching Home Economics IV

Before graduation Seniors are required to do practice teaching two hours a week.

STANDARD FOUR YEAR COURSE LEADING TO DEGREE OF B. S. IN
HOME ECONOMICS

<i>Freshman</i>	Credit Hours	<i>Sophomore</i>	Credit Hours
English Literature I	1	English Lit.	3
Composition I	2	Chemistry	3
Biology	3	Foreign Language	3
Math I	3	Foods II	2
Foreign Language	3	Clothing II	2
Foods I	1	Housewifery	1½
Clothing I	1	Psychology	1½
Art (Principles of Design)	1		
	<hr/> 15		<hr/> 16

<i>Junior</i>	Credit Hours	<i>Senior</i>	Credit Hours
Educational Psychology -	1½	Sociology and Economics	3
Chemistry (Organic, Foods, Textile) -----	3	Physics -----	3
Bacteriology -----	1	Education -----	1½
Principles of Education -	1½	Arts (Dress Designing) -	1
History -----	3	Nursing and Child Care -	1
House Planning -----	1	Clothing IV -----	1
Clothing III -----	1	Practice Home -----	1
Dietetics -----	3	Home Management -----	1
H. E. Methods -----	1	Lunchroom Management -	1
		Student Teaching Home	
		Economics and Science -	2
	<hr/>		<hr/>
	16		15½

ART DEPARTMENT

The Art Department is in the hands of a specialist. Pupils satisfactorily completing the course will receive a diploma or certificate.

Students completing various branches of art are given just as much attention as those finishing the regular art course and will be given certificate according to their achievements.

A knowledge of the principles of drawing is absolutely necessary to the successful pursuit of any branch of art. No pupil, however talented, is able to advance without correctness in drawing. The first and greatest object is gained in the careful training of hand and eye in accuracy of outline and true rendering of light and shade.

“Art is not a mere recreation. It should be studied seriously as it is a keynote to mathematics, industrial art, and all higher art.”—*John Ruskin*.

FOUR YEAR STANDARD DIPLOMA COURSE IN DRAWING AND ART

<i>Freshman</i>	Credit Hours	<i>Sophomore</i>	Credit Hours
English I -----	3	English II -----	4
Foreign Language -----	3	Foreign Language -----	3
Bible I -----	2	European History -----	3
Hygiene -----	1	Art (see description) ---	6
Art (see description) ---	6		
	<hr/> 15		<hr/> 16
<i>Junior</i>		<i>Senior</i>	
Foreign Language -----	3	Art History -----	2
Elective in Eng. Lit. ---	2	Costume Design -----	1
Elementary Design -----	1	Elective in Education ---	3
Art -----	9	Art -----	7
		Art Methods -----	3
	<hr/> 15		<hr/> 16

DESCRIPTION OF STUDIO WORK

Freshman—Drawing in charcoal and pencil from casts and still life. Single objects and groups. Elementary perspective. Light and shade. Explanation and practice of color chart. Still life studies in water colors.

Sophomore—More advanced studies in charcoal from casts and still life. Water color sketches from objects in and out of doors. Simple still life oil studies.

Junior—Oil and water colors from objects and life. Painting of draperies and textures and variety of still life objects. Elementary design. Line, mass and color harmonies in various forms of patterns; exercises to develop intelligent choice and judgment. Source of color and design in nature. Matching values and hues.

Senior—Advanced painting in oil and water colors from objects, still life and nature. Costume design. Principles of design applied to costume. Problems in line and color harmony, original designs. Pencil, charcoal, brush, ink and water colors.

Specials—The different branches of art in the different mediums, charcoal, oil, water colors and china painting. Arts and crafts.

DEPARTMENT OF EXPRESSION

The Department of Expression takes its pupils as it finds them, doing for each and for all whatever is necessary to call out their inborn powers. It does not aim to fill their minds with unwelcome knowledge of many things of little value, but does seek to aid the student, first of all, "to find himself", to develop his native ability, to learn how to think and what to do, in order to become strong. It makes him familiar with what the master minds of the world have done toward expressing their ideas, and shows him how he may become a thinker and a doer,—in short, a trained power among his fellow-men.

It does this along the various and winsome paths of art and literature, because here are found the highest ideals and conceptions and expressions of the human mind. Here, far more than elsewhere, the student finds embodied what the leaders of the race, in all ages, have thought and felt and dared, in the endeavor to lift up and lead out each rising generation.

By such a course of study, she is inspired with a zeal to do her part in life and human endeavor.

From the beginning of the student's course, creative work is required in conversations, discussions, problems, recitations, dramatic interpretations. Various practical modes of expression for quickening spontaneous energy continue through the entire course. A simple and practical idea is placed before

students for interpretation or expression, to demonstrate their own power and cause them to become natural, spontaneous, individual, and self-confident.

Students are required to give short talks on every-day topics, incidents in their own lives, or subjects in which they are interested, or about which they are reading. The inner life of the student is thus deepened and expressed. The stimulating effect of this training upon discouraged or repressed persons is often marvelous.

Practical courses are given to students to develop the power to think on the feet, and to secure a vocabulary, not only of words, but of voice modulations and pantomimic actions. The students receive practical exercises and studies to awaken a true ideal of speaking, the art upon which liberty and the progress of mankind depends. These exercises develop mental power and grasp, logical method and control of feeling as well as of voice and body.

First Year.

Correct Breathing; Physical Exercises for Freeing the Body; Individual Faults Overcome; Principles of Voice Production; Placement of Tone; Vowel Drills; Difficult Consonant Combinations; Defects of Speech Overcome; Exercises in Articulation and Enunciation; Glottis Stroke; Conversation; Qualities of Voice; Emphasis; Pitch; Quantity; Movement; Inflection; Analysis; Relation of Speaker to Audience; Hand Movements; Gesture; Application of Gesture; Facial Expression; Reading Aloud; Extemporaneous Speaking; Bible.

Second Year.

Climax; Series; Sudden Break; Mechanics; Story Telling; Original Stories; Cutting of Selections; Imagination; Poetry; Poise; Conversation; Platform Art; Extemporaneous Speaking; Rhythm; Criticism;

Word-Painting; Sight Reading; Art of Conversation; Character Work; Interpretation of Poetry; Repertoire; Responsive Work; Platform Work; Public Speaking; Arranging of Programs; Contests in Quick Thinking; Review of Principles; Bible.

Third Year.

Plays; Rhythm; Posings; Pantomime; Philosophy of Expression; Imagination; Dramatic Instinct; Cutting of Plays; Bible Readings; Parables; Extemporaneous Speaking; Psychology of Vocal Expression; Public Recital; Complete Analysis; Sight Reading; Criticism; Review of Principles; Application of Principles to Interpretations; Origin of Story Telling; Advanced Character Work; Impersonation; Dialect Readings; Artistic Readings; Costume Work; Musical Readings; Harmonic Training; Bible Readings; Repertoire.

Fourth Year.

Monologue; Dramatic Modulation of Voice; Discussion; Criticism; Rhythm; Co-operative Pantomime; Advanced Story Telling; Problems in Voice and Body; Tone Production; Dramatic Spirit; Lyric Spirit; Platform Art; Psychology of Vocal Expression; Drama; Religious Drama; Harmonic Training; Public Recital.

OUTLINE OF COURSE REQUIRED FOR DIPLOMA

	FRESHMAN	Hours
Private Lessons -----		1
Practice two hours per day -----		3
Class work (Theory) -----		2
Composition and Literature -----		3
History -----		3
Modern Languages -----		3
Physical Education -----		

SOPHOMORE	Hours
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	2
Composition and Literature -----	3
History -----	3
Modern Language -----	3
Physical Education -----	
	15

JUNIOR	
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	3
Art History -----	2
Electives -----	6
Physical Education -----	
	15

SENIOR	
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	3
Art History -----	2
Electives -----	6
Physical Education -----	
	15

The aim of the Department is to develop the mind, body and voice not only to give vocal interpretation to good literature, but to give clearness, purity, richness and beauty to the spoken word. The work is based on the most modern methods of teaching vocal Expression and interpretative study of literature Story telling and conversation, reading and acting plays, and extemporaneous speaking. The training is done by whatever exercises are found necessary to meet the individual need.

On the successful completion of the four years' work a Diploma will be awarded.

Fifteen units required for entrance.

PHYSICAL TRAINING

At the opening of College each student will be given thorough physical examination by the doctor and trained nurse in charge. Physical defects will be noted and proper exercise given for their correction.

Setting-up Exercises two hours per week required of all Freshmen and Sophomores.

A thorough knowledge of some game together with other forms of exercise selected by the Director, required of Juniors and Seniors.

Every student becomes on entrance a member of the Athletic Association.

UNIFORMS

Each student is required to have a white middy blouse and black bloomers. The bloomers will be ordered at a nominal sum by the Director; also uniform shoes will be secured.

SECRETARIAL COURSE

This course is designed to meet the needs of those young women who plan to do secretarial work, bookkeeping, or to teach the course in high schools and colleges.

We try to make the course as practical as conditions permit. With this thought in mind, the student is required to do a certain amount of work in the college office. This familiarizes her, to some extent, with office management.

A Business Diploma is issued to the young lady who successfully completes the course outlined below. A high school diploma or its equivalent is required for this diploma. However, a certificate is issued to those without this standing. A

minimum of forty words on the typewriter and eighty words a minute in shorthand is required for either a diploma or a certificate.

The Gregg Shorthand System is used, and the Twentieth Century System of Bookkeeping.

ONE-YEAR STANDARD CERTIFICATE COURSE

<i>Subject</i>	Credit Hours
Typewriting -----	3
Shorthand (Gregg) -----	5
Bookkeeping and Accounting -----	3
Commercial Arithmetic -----	3
Spelling (1st semester) -----	$\frac{1}{2}$
Office Training (2nd semester) -----	$\frac{1}{2}$
English Literature and Composition -----	3
	—
	18

THE CONSERVATORY OF MUSIC

Recognizing music as an essential element in a liberal education, and the necessity for providing adequate means for study under conditions conducive to the best work, the School of Music offers courses the aim of which is to lay a foundation of musical knowledge of a two-fold nature, giving students the power to appreciate music in a general way, and also to furnish the technical training necessary for the professional practice of music.

As a vocation, music has become one of the most important forms of professional life. As an elemental discipline, as a means of intellectual growth, and to develop a love for the beautiful, music is being recognized as equal to any of the accepted studies of the College courses. Pupils are urged to avail themselves of the unusual facilities here presented for acquiring that symmetrical culture which results from the study of literature and music together.

EQUIPMENT

The musical equipment of Anderson College is complete and of such quality as to stand a favorable comparison with that of any similar institution in this country. The music building is lighted by electricity, heated by steam and well ventilated. The studios and class rooms, as well as the practice rooms, are adequately furnished; the music store is always stocked with all grades of music; the chapel, including the balcony, has splendid acoustic properties and will seat about 800 people.

CONCERTS

The students have frequent opportunities of hearing great artists in concert, which is of incalculable benefit to those pursuing a musical education. Recitals are given at intervals during the year by the Music Faculty. All students are required to attend these concerts.

Student concerts are held Tuesdays after dinner. All music students are required to attend and take part in them, when requested to do so by their teachers.

All students' recitals are under the direction of the Director of Music who will arrange the programs with the teachers whose students are to take part in them.

The MacDowell Music Club of the College is for those studying in any department of music, and is a required part of their work. It meets once a month and all subjects of a musical nature are freely discussed. Question boxes, current music topics, special recitals given before the Club are among the features enjoyed. It is one of the most lively of the several Societies of the College, stirring up interest in music along all lines and is a means of growth in culture among the students.

GRADUATION REQUIREMENTS FOR THE ARTIST DIPLOMA

In addition to the required Literary and Theoretical work, a candidate for graduation in Piano, Violin, Organ or Voice must give from memory and in a creditable manner a public Recital from standard works selected by her Professor and satisfactory to the Director. A Teacher's Certificate will be given to students having completed the Literary and Theoretical work together with the course in Piano, Organ, Voice, or Violin through the Junior year and are not required to give a public recital. Those students who are candidates for the Teacher's Certificate in Piano will be required to spend two hours a week for one year in practice teaching in the Kindergarten Department. Graduates in Voice, Organ and Violin must have completed and been examined in the Sophomore work in Piano.

A Certificate of Proficiency may be obtained by completing satisfactorily the first two years of the regular course in Piano, Voice, Violin, or Organ, covering thirty hours with

no conditions in entrance to the Freshman Class, either in academic work or Music.

REQUIREMENTS FOR THE POST GRADUATE DIPLOMA

The candidate must have previously secured the Anderson College Artist's Diploma or a Diploma of equal standard from some other source; one year of History of Art; a three hour elective course in the college; one year of counterpoint; one year of piano, with four hours of daily practice and give a Public Recital.

All students who present themselves as candidates for graduation must offer 15 units for entrance; however, at the discretion of the classification committee, students may begin to specialize in Music before they have completed their entrance work. Anderson College takes a liberal policy as to what these subjects may be. The student may substitute at the advice of the Director some subject more congenial to her. For instance, she may not have completed the full amount of units in Mathematics—an equal amount of work offered in Science, History or Language will be accepted.

ELECTIVES FOR THE A. B. DEGREE

Academic students doing COLLEGE work in Voice, Piano, Violin or Organ may receive credit on the A. B. degree to the extent of six hours—or they may elect six hours in the Department of Theory.

DEPARTMENT OF PIANOFORTE

The course of study in the Pianoforte includes all grades of study and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students are graded in Music according to the quality as well as the quantity of work done—therefore, upon entering they will be classified only tentatively until the value of their work can be determined. They will be assigned to teachers according to their advancement.

The technical training is conducted along well established lines. The principles employed are such as careful observation have found to be in accord with the best concert tradition and such as are in actual usage by the representative professionals of today.

THE DUNNING SYSTEM OF IMPROVED MUSIC STUDY FOR BEGINNERS

In teaching children, the difficult facts of music study must be presented in the form most appreciated by the child mind, without having the lessons degenerate into play hours and yet make them a pleasure to the child. This is the problem which has been so successfully solved by Mrs. Carrie Louise Dunning. The object of the Dunning System is to teach the child or beginner the scientific rudiments of music in the most natural and interesting manner and to endeavor to face the difficulties which have heretofore confronted the child during the first years of music study and supplement that which will nourish and develop the child nature from all sides: spiritually, mentally, and physically. By the kindergarten idea as carried out in this system, we mean, teaching the truth by symbols, and by these means glean from the child an intelligent expression of what she has learned. Some of the facts are expressed in verse, since rhythmical forms are more easily retained than prose rules. Games have been invented which lead immediately from one point to the next and take away the drudgery of learning facts and the work proves to be fascinating to both teacher and child. Anderson College is fully equipped to teach this system.

METHODS OF INSTRUCTION

Instrumental and vocal instruction is given in private, individual half-hour lessons.

Artistic results are dependent upon a close adaptation to the individual needs of the pupils, and cannot be satisfactorily accomplished in classes. Inasmuch as no two students have the same mental, physical, or artistic capacity, it follows that their individual capabilities can be neither properly nor fully developed without painstaking personal attention.

The advantages of class work—emulation and observation—are provided by a series of solo classes and student recitals. The student first participates in informal studio or department programs. She then appears in Recitals in the Hall. At graduation, she gives a complete program. Thus she sees the work of others, gains experience in public performance, conquers nervousness and develops poise and control.

Students are required to attend these classes and recitals as part of their regular work, and to take part when their instructors so direct.

EXAMINATIONS IN PIANO

Examinations are held during the regular examination week before the Faculty in the Department of Piano.

To enter the Freshman Class in Piano a student of average ability must have studied not less than three years. Requirements to enter the Freshman Class are as follows: all major and minor scales—four notes at M. M. 80; the trill—four notes at M. M. 100; Arpeggios (in triads) two notes at M. M. 100; chords, one note at M. M. 60 in all major keys. The student must have completed satisfactorily—both technically and interpretatively—and from memory—six “Little Studies” of Bach-Faeltton; five studies of the Grade of Duvernoy Op. 120, one of which will be selected for examination;

also two movements of a Sonatina; and two pieces of Freshman grade.

To enter the Sophomore Class: all major and minor scales—four notes M. M. 100; trill—four notes M. M. 120; arpeggios; dominant-diminished chords four notes M. M. 72; Octaves—repeated chromatically—four notes M. M. 60; C. B B flat scales, similar and contrary motion—two notes at M. M. 100; Chords—Freedom Exercise in all keys; six “Little Preludes and Fugues” of Bach, one of which will be selected for examination; two movements of a Sonata of Haydn or Mozart; two pieces of Sophomore grade. In addition, as many studies and pieces will be given as may be deemed necessary by the teacher, to acquire the artistic and technical knowledge of this grade. Everything is required to be memorized except special sight reading.

To enter the Junior Class: all major and minor scales, four notes at M. M. 132; contrary motion, canonic form—four notes at M. M. 100; chromatic scales—M. M. 126; the trill—four notes at M. M. 132; double third trill—four notes at M. M. 60; Arpeggios—four notes at M. M. 100; chords—four tone chords in all keys; Octaves—repeated chromatically, four notes at M. M. 80; all scales, similar and contrary motion, four notes at M. M. 60; six Two-Part Inventions of Bach, one of which will be selected for examination; two movements of a Beethoven Sonata; two pieces of Junior grade—(See Sophomore requirements for additional work).

To enter the Senior Class, all major and minor scales, four notes at M. M. 144; contrary and canonic form, M. M. 112; chromatic M. M. 144; trill, eight notes at M. M. 72; Double thirds, four notes at M. M. 88; Arpeggios, four notes at M. M. 120, hands together, M. M. 100; in octaves, four notes at M. M. 60; Chords, Freedom Exercise in Seventh Chords; Octaves, repeated chromatically, four notes at M. M. 100; all scales, similar and contrary motion at M. M. 72; C Major at 88—Six Three Part Inventions of Bach, one of which will be selected for examination; Complete Sonata of Beethoven; Two

pieces of Senior grade (Additional work will be given as in other grades).

SENIOR REQUIREMENTS

In addition to a Public Recital, an examination must be prepared—all scales in double thirds, hands together, four notes M. M. 60, hands separately M. M. 80; a selection must be read at sight; a composition must be prepared in six days without assistance and performed at the Annual Junior Recital; also three “Preludes and Fugues” from the Well Tempered Clavichord and the Italian Concerto of Bach are to be studied in addition to the Sonata or Concerto, Etudes—and Recital program during the year.

ORGAN

To enter this department the student must have reached the grade of Sophomore in Piano. The complication of mastering the pedal key board and the art of registration make it necessary that the student be well grounded in piano technique, fingering and correct phrasing.

The object of this department is to prepare practical organists for the church service as well as concert playing.

The large two-manual Estey organ, with tubular pneumatic action, recently installed in the First Baptist Church, is used by the students of the organ department for registration and all concert work. This affords a fine opportunity to master the organ in its every phase.

First Year.

Henry Dunham's Organ School, or Lemmen's Organ School Book I.

Rink's Chorales.

Rheinberger's Trios.

George Whiting's Preludes and Postludes, Hymn tune playing, Anthems, and Masses taught throughout the year.

Second Year.

Lemmen's Organ School Book II, or

Rink's Organ School, Book III and IV.

Bach's Eight Preludes and Fugues; The easier Mendelssohn Sonatas.

Third Year.

Rink's Organ School, Book V, Bach's Preludes and Fugues; the more difficult Mendelssohn Sonatas.

Selections from the works of standard organ composers will be given throughout the course.

Preparation of Recital Program will partly occupy the second and third years.

DEPARTMENT OF VOICE

The course in voice culture is intended to train and thoroughly equip the pupil for artistic performance and teaching. It covers all grades of work from the most elementary, and students are prepared for church and concert work, as well as for singing in their own homes.

The course, as outlined, occupies four years. Special attention is given to breathing, breath control, clear enunciation, poise, and artistic interpretation. Students entering from other colleges will be given credit for the work they have completed, providing they pass a satisfactory test.

All students taking voice in the first year, must supplement it with Course I in Theory (Solfeggio). Two hours credit will be allowed on the A. B. Degree for the year's work in sight-singing and two hours credit for the voice, provided the student practices two hours per day.

As soon as students are sufficiently advanced, they are expected to sing at Students' Recitals. Graduates must have made at least four creditable appearances in public during

their Senior year, and are required to give a public recital at the end of that year.

The following are the requirements for examination at the end of the years indicated, and required for entrance into the year following:

Freshman.

1. Any major scale, unaccompanied, to Ah and to Solfa syllables.
2. A simple melody at sight, unaccompanied; Arpeggios sung on all vowels.
3. Two studies, selected from Sieber, Marchesi, Concone, etc.
4. Three simple songs, one sacred.

Sophomore.

1. Major Scales sung more swiftly.
2. Minor Scales sung slowly on Ah.
3. Arpeggios sung swiftly on all vowels.
4. Three studies from Marchesi, Concone, Abt-Vaccari.
5. Chromatic Scale sung slowly.
6. Three songs suitable to grade, one sacred, one in French, Italian or German.

Junior.

1. Major and Minor Scales sung rapidly, Chromatic scale sung swiftly.
2. Any major, minor or perfect interval above a given note.
3. Arpeggios of major and minor common chords.

4. A melody at sight with modulation into keys of 2 flats and 2 sharps.
5. Three studies, major and minor, from above vocalises, one in Italian.
6. One recitative, operatic, or oratorio from Handel, Mozart, Mendelssohn, Wagner, etc.
7. Four songs, one from oratorio, one in French, one in Italian.

Senior.

1. Any chromatic scale, ascending or descending.
2. Any diatonic or chromatic interval within the octave of a given note.
3. Three studies from the above vocalises, one to Ah, one to Solfa syllables, one in Italian.
4. A song of moderate difficulty at sight (with accompanist).
5. Arpeggios of common and dominant seventh chords.
6. Sing and play the accompaniment of a song studied in Junior year.
7. To sing one modern classical song, given by teacher, three weeks before examination, studied and prepared entirely without assistance.
8. To sing two songs from the Graduating program.
9. To give a graduate's Recital which must include one operatic aria, one aria from an oratorio, and at least one group of songs by standard composers, one in French and one in Italian.

CHORUS TRAINING

The Glee Club is open to all students having good singing voices and is required of voice students in Sophomore, Junior and Senior years. One hour a week.

VIOLIN

The method of instruction in this department will vary to meet the requirements of the individual student. It is based chiefly on that of Professor Ottakar Sevcik of the Conservatory of Music in Vienna. It embraces also the principles of Wieniawski, Leopold Auer and other great teachers, whose resources in solving the intricate and various problems in violin technics are drawn upon to meet the requirements of the student.

The courses are as follows:

Freshman

Hohmann's Practical Violin School supplemented by exercises from Sevcik's Opus 6. The Sevcik system for developing both right and left hands is applied from the very first, and the material arranged in such easy and progressive style that advancement is certain. Easy pieces in the first position.

Sophomore

For slightly advanced pupils: First five positions. Sevcik, Opus II, Book I. Studies by Wolfahrt, Sitt, Kayser. Pieces.

Junior

Sevcik Bowing Technic. Preparatory studies in double stopping. Scale studies in seven positions. Pieces and etudes employing the higher positions and the various styles of bowing. Practice in ensemble playing.

Senior

For advanced pupils. School of Bowing Technic completed. Etudes in all positions, with double stopping, pizzicato, harmonics. Solo pieces by old and modern masters.

THEORY

Course I—Solfeggio.

Drill in interval and scale singing. Time subdivisions.
Dictation and part singing.

This course is adapted to prospective grade teacher's use. Many of the schools in the state have already placed music in their curriculum and in those schools it is necessary for the grade teacher to teach music under the supervisor of that subject. This course, covering one year, has been carefully organized to instruct prospective teachers in the elements of music, so that they will be able to teach them. This is to be taken in connection with the A. B. degree and is a necessary asset to the grade teacher's equipment.

Text books: Popular Method of Sight Singing—Frank
Damrosch, W. W. Gilchrist—Book I.

Two hours a week.

Second Year

This is a continuation of Course I. All minor scales are studied and sung. Intervals are analyzed and sung. Sol fa syllables gradually dropped.

Text books: W. W. Gilchrist Book II, O'Hare's Two-part Chorals.

Two hours a week.

Third Year

Sight singing by means of intervals analyzed and sung.

Text books: Samuel Cole's Solfeggio, Glasson's Sight Singing Book for Three Parts.

Two hours a week.

Course II—Introductory Harmony and Ear Training.

The formation and recognition, when played, of major and minor scales, triads, intervals, all chords of the seventh and augmented chords in close and open harmony; dictation of simple melodies and hymns, together with the elements of harmony, are embraced in this course.

Text-book, "Ear Training for Teacher and Pupil," Alchin. "Notation and Harmony," Bussler.

Two hours a week.

Second Year

This is a continuation of Course II, with figured basses and harmonization of melodies, employing the use of triads, dominant, diminished and secondary seventh chords with their inversions, modulations, altered and augmented chords. Practical analysis of chords and modulation in standard compositions.

Text books: Jadassohn, Prout and Goetchius.

Two hours a week.

Advanced Harmony and Counterpoint

Suspensions, passing tones, organ point, harmonization of melodies and chorals, with and without figuration. Harmony completed, first semester. Second semester, simple and florid counterpoint in two, three, and four parts.

Text books: Jadassohn, Ritcher and Prout.

Two hours a week.

Course III—History of Music.

This course will give a general survey of the subject. Ancient and Greek music, the music of the early Christian Age; the development of polyphonic music;

Luther's Reformation; the Italian, French and German Opera; the Oratorio; the development of instrumental music; the great Art forms. Victrola used to illustrate.

Text books: Baltzell and Pratt.

This course is open to all students in and above the Freshman Class.

It may be taken before Course II.

Two hours a week.

Advanced History of Music.

Biographies of the great composers. Music of the Western Church. The Modern Music Drama.

Text books: Dickinson's "History of Music" and "History of Music in the Western Church." Grove's "Musical Dictionary" and "Famous Composers" are used as reference books and other standard works.

Two hours a week.

Course IV—Analysis of Music.

History of notation; accent (natural and artificial); rhythm; tempo; embellishments; acoustics and orchestral instruments are studied in this course, Analysis of Song and Aria Forms; Rondos, Theme and Variations; the Sonata Forms; the Sonata as a whole; Preludes and Fugues.

This course may be taken with Advanced Harmony.

Text books: Elson's "Theory of Music" and Prout's "Applied Forms". Also Tapper's "Analysis of Form".

Two hours a week.

Course V—Harmonic Analysis.

The analysis of the harmonic structure of both the classic and modern music. The text book used is Benjamin Cutter's "Harmonic Analysis".

One hour a week.

Course VI—Music Appreciation.

This course is designed for the purpose of training students not only to listen to music more intelligently but to recognize the color of orchestral instruments and to actually hear how music developed through the centuries in choral, instrumental and orchestral works. This is accomplished by the use of the Victrola. Open to all students.

One hour a week.

Course VII—Public School Methods.

Theory of instruction in rudiments of music—Music appreciation, and voice culture—preparation of definite outlines for use in actual teaching.

Two hours a week.

Course VIII—Ensemble.

This course is valuable in that it cultivates self-control, skill in reading at sight, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

One hour a week.

Four and eight hand arrangements of the overtures and symphonies of the classical composers are studied under the direction of a teacher. Many of the numbers are prepared for finished performance in concerts. This course is not an elective for the A. B. or B. S. degrees.

REQUIRED WORK FOR GRADUATION IN PIANO, VIOLIN, AND ORGAN

FRESHMAN

(Three hours daily practice)

	Hours
Composition and Literature -----	3
Prep. Harmony -----	2
Music History I -----	2
Music Appreciation -----	1
Eurythmics -----	1
Instrumental Lesson -----	1
Practice -----	5
	—
	15

SOPHOMORE

(Three hours daily practice)

Literature -----	3
Modern Lang. or His. of Western Europe -----	3
Harmony I -----	2
Music History II -----	2
Music Appreciation -----	1
Instrumental Lesson -----	1
Practice -----	5
	—
	17

JUNIOR

(Four hours daily practice)

	Hours
Modern Language or Ed. Psychology—or Elective	3
Harmony II -----	2
Harmonic Analysis -----	1
Instrumental Lesson -----	1
Practice -----	7
	—
	14

SENIOR

Hours

(Four hours daily practice)

Philosophy -----	3
Analysis of Form -----	2
Ensemble -----	1
Instrumental Lesson -----	1
Practice -----	8
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	15

NOTE: If Modern Language is elected it must also be taken the next year.

Physical exercises and games required throughout the course.

REQUIRED WORK FOR THE DIPLOMA IN VOICE

FRESHMAN YEAR

Hours

English I -----	3
Modern Language I -----	3
Solfeggio I -----	2
Voice Lesson -----	1
Piano Lesson -----	1
Glee Club Practice -----	1
Practice -----	5
	<hr/>
Three hours daily practice.	16

SOPHOMORE YEAR

English II -----	3
Modern Language II -----	3
Solfeggio II -----	2
Preparatory Harmony -----	2
Voice Lesson -----	1
Piano Lesson -----	1
Glee Club Practice -----	1
Practice -----	3
	<hr/>
Three hours daily practice.	16

JUNIOR YEAR

	Hours
Literature or Modern Language -----	3
Solfeggio III -----	2
History of Music I -----	2
Music Appreciation -----	1
Harmony I -----	2
Voice -----	1½
Glee Club Practice -----	1
Practice -----	3
Two hours daily practice.	—
	15½

SENIOR YEAR

Electives in Academic Department -----	3
Music History II -----	2
Harmony II -----	2
Music Appreciation -----	1
Voice -----	1½
Glee Club Practice -----	1
Practice -----	5
Three hours daily practice.	—
	15½

PUBLIC SCHOOL MUSIC

In recent years the subject of school music has been given increased attention by educational authorities throughout the country. The importance of its influence on the musical standards of our youth has been more fully recognized, and progressive steps have been recommended and widely adopted to insure the adequacy of music instruction in public and private schools. Acting upon the advice of educators, the various states have steadily raised the requirements to be met by supervisors and teachers of music to a point where thorough musicianship acquired by definite technical studies and general cultural qualifications are indispensable to candidates for such appointments.

The above is an extract from an article in the New England Conservatory of Music Bulletin issued in June, 1924. It clearly shows the place music is steadily taking as a subject to be taught in every school in the United States. It is already a part of the curriculum in a majority of the states. Anderson College has seen this advance and is one of the first among the colleges of South Carolina to equip herself to supply thoroughly prepared supervisors, and teachers of music for the public schools. She now offers a full four-year diploma course in Public School Music. Recipients of this diploma will be entitled to the same recognition as graduates from the A. B. course in the college.

The college has already graduated a number of students from this department and has placed them in important positions in the state. The demand for these teachers is greater than the supply.

Completion of a four years' high school course or the fifteen unit entrance requirement for a college degree must be offered as a condition of entrance to the Public School Music Course, along with a fair degree of previous musical training and aptitude, the latter to be determined and passed upon by the Methods teacher.

The efficiency of the piano students taking the first two years of required work in piano for the Diploma Course in Public School Music, is to be determined by the head of the Public School Music Department.

REQUIRED WORK FOR THE DIPLOMA IN PUBLIC SCHOOL MUSIC

SUMMARY OF COURSES IN PUBLIC SCHOOL MUSIC

<i>Freshman Year</i>	Hours
Education 1A 1B -----	3
Composition I -----	3
Solfeggio I -----	2
Piano -----	1
Voice -----	1
Practice -----	5

	15
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Three hours daily practice.

<i>Sophomore Year</i>	
English II -----	3
Modern Language I (French or German) -----	3
Solfeggio II -----	2
Prep. Harmony -----	2
Piano (if necessary) -----	1
Voice -----	1
Practice -----	5

	17
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Three hours daily practice.

<i>Junior Year</i>	
History of Music I -----	2
Education 3B 7B or 8B -----	3
Solfeggio III -----	2
Harmony I -----	2
Public School Music Methods -----	2
Voice -----	1
Practice -----	3

	15
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Two hours daily practice.

<i>Senior Year</i>	Hours
English 17 -----	3
Public School Music Methods -----	2
Music Appreciation -----	1
Practice teaching -----	2
History of Music II -----	2
Electives -----	5
Two hours daily practice.	<u>15</u>

TWO-YEAR COURSES

The two-year courses outlined below meet all the requirements of the various colleges and universities, and especially the American Association of Junior Colleges. The purpose of these courses is threefold: first, for young women who prefer to study in a school of this kind two years before going to a university; second, for those who do not plan to go further than a junior college; third, for those who expect to teach for a while before studying further. These courses are the equivalent of those offered in any junior college.

Upon successful completion of the two-year teacher's courses, license to teach will be issued by the State Board of Education.

TWO-YEAR STANDARD PRE-CLASSICAL COURSE

<i>First Year</i>	Credit Hours
English I -----	3
History I -----	3
Latin or Modern Language -----	3
Hygiene -----	1
Bible I -----	2
Math. I -----	3
	15
 <i>Second Year</i>	
English Literature II -----	3
Composition II -----	1
History II -----	3
Bible II (Sunday School) -----	2
Science (Physics, Chemistry or Biology) -----	3
Latin or Modern Language -----	3
	15

Certain other elective courses may be taken in addition if wanted.

TWO-YEAR STANDARD PRE-SCIENTIFIC COURSE

<i>First Year</i>	Credit Hours
English I -----	3
French or German -----	3
Math. I -----	3
Biology -----	3
History I -----	3
	<hr/> 15

<i>Second Year</i>	
English II (Literature) -----	3
Composition II -----	1
French or German -----	3
Physics -----	3
Chemistry -----	3
Bible I -----	2
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Certain other elective courses may be taken in addition if wanted.

TWO-YEAR STANDARD CERTIFICATE COURSE

for

PROSPECTIVE GRADE TEACHERS

Qualifies for first class general elementary teachers' license

<i>First Year</i>	Credit Hours
English Composition and Literature I -----	3
Math. I -----	3
History I -----	3
Latin or Modern Language -----	3
Science (Physics, Biology or Chemistry) -----	3
	<hr/> 15

<i>Second Year</i>	Credit Hours
Literature II -----	3
Composition II -----	1
Education -----	3
History II -----	3
Bible I -----	2
Latin or Modern Language -----	3
	<hr/> 15

Certain other courses may be taken in addition if wanted.

*TWO-YEAR STANDARD CERTIFICATE COURSE
IN
DRAWING AND ART*

<i>First Year</i>	Credit Hours
English Composition and Literature -----	3
A Foreign Language -----	3
Drawing and Art, including drawing in charcoal and pencil from casts and still life, elementary perspective, light and shade; explanation and practice of color chart; water color sketches; simple still life oil studies -----	9
	<hr/> 15

<i>Second Year</i>	
Elementary Design, line, mass, color harmonies, source of color and design in nature; match- ing values and hues -----	1
Costume Designing -----	1
Art History -----	2
Methods of teaching drawing and art -----	3
Practice of Drawing and Art, with advanced paint- ing in oil and water colors from objects, still life and nature -----	5
A Foreign Language -----	3
	<hr/> 15

*TWO YEAR STANDARD CERTIFICATE COURSE IN
HOME ECONOMICS*

<i>First Year</i>	Credit Hours
Foods I -----	1
Foods II -----	2
Clothing -----	1
Clothing II -----	2
H. E. Art I -----	1
Dress Designing -----	1
Housewifery -----	1
Chemistry I -----	3
English I -----	3
	—
	15

<i>Second Year</i>	Credit Hours
Bacteriology -----	1
Houseplanning -----	1
Clothing III -----	1
Dietetics -----	3
H. E. Methods -----	1
Elective in Education -----	3
H. E. Practice Teaching -----	2
Nursing and Child Care -----	1
Home Management -----	1
Practice Home -----	1
	—
	15

TWO-YEAR STANDARD NORMAL COURSE
in
PUBLIC SCHOOL MUSIC

<i>First Year</i>	Credit Hours
Public School Music Methods -----	1
Preparatory Harmony -----	2
Sight Singing I -----	2
Voice lessons -----	1
Piano lessons -----	1
Practice -----	5
English Composition and Literature I -----	3
	—
	15

<i>Second Year</i>	
Public School Music Methods -----	2
Sight Singing II -----	2
Practice Teaching -----	2
Voice lessons -----	1
Practice -----	3
Modern Language -----	3
Educational Psychology -----	3
	—
	16

Students entering this course must have had preparatory training sufficient to enable them to take the course. This is determined by the head of the department.

TWO-YEAR STANDARD CERTIFICATE COURSES
in

PIANO, VOICE, VIOLIN, ORGAN

Certificates of Proficiency will be issued to students completing successfully the Freshman and Sophomore years of the regular courses in Piano, Voice, Violin and Organ.

**TWO-YEAR STANDARD CERTIFICATE COURSE IN
EXPRESSION**

<i>First Year</i>	Credit Hours
Private lessons in Expression and Public Speaking -----	1
Practice (two hours daily) -----	1
Class work (theory) -----	2
Modern Language -----	3
Elective -----	3
English Composition and Literature I -----	3
Bible I -----	2
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	15

<i>Second Year</i>	
Private lessons in Expression and Public Speaking -----	1
Practice (two hours daily) -----	1
Class work (theory) -----	2
Modern Language -----	3
Elective in Education -----	3
Spoken English -----	2
Elective in English Literature -----	3
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**TWO-YEAR STANDARD CERTIFICATE COURSE IN
PHYSICAL EDUCATION**

<i>First Year</i>	Credit Hours
Physiology and First Aid -----	1
Anatomy -----	1
Hygiene -----	1
Methods of teaching gymnastics and coaching ---	1
Practice and teaching of Swedish gymnastics -----	1
Practice and teaching of German gymnastics -----	2
Theory of teaching gymnastics in Public Schools -	1
Teaching of Games -----	1
Elective in Education -----	3
English Composition and Literature -----	3
	—
	15

<i>Second Year</i>	
Physiology of Exercise -----	1
Applied Anatomy -----	1
Community Hygiene -----	1
Orthopaedics -----	1
Methods of Playground Administration -----	1
Practice teaching in Public Schools -----	1
Folk and Aesthetic Dancing -----	1
Practice of teaching German gymnastics -----	2
Elective in Education -----	3
Spoken English -----	2
Bible I -----	2
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	16

The purpose of this course is to prepare for positions as athletic directors in high schools and colleges, play ground supervision, and welfare work. Realizing that there is a demand for basketball coaches and directors of outdoor sports in general, in connection with high schools, we offer a course in basketball, tennis, and other games.

HIGH SCHOOL OR PREPARATORY DEPARTMENT

Anderson College offers courses equivalent to those in a four-year standard, accredited High School. Classes are of 45 minutes, five times a week. On completion, High School Diplomas are issued.

COURSES OF STUDY

English

Units

Composition and Literature -----	1
Composition and Rhetoric (2 courses) -----	2
Composition and Literature (11th Grade) -----	1
	<hr/>
	4

Mathematics

Academic Algebra -----	2
Plane Geometry -----	1
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	3

History

Ancient History -----	1
European History -----	1
American History and Civics -----	1
	<hr/>
	3

Latin

Beginners' Latin -----	1
Composition and Caesar -----	1
Composition and Cicero -----	1
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	3

Modern Languages

French, German or Spanish (Beginners') -----	1
French, German or Spanish (2nd year) -----	1
	<hr/>
	2

Science

Physical Geography -----	1
General Science -----	1
High School Biology -----	1
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	3

EXPENSES FOR THE COLLEGE YEAR

For the Literary Course, leading to the A. B. Degree:

Matriculation Fee, Medical Fee, including use of infirmary and attention of Physician and nurse (except in protracted illness and for prescriptions), Library, Artists and Lectures and Physical Culture Fee, Board and Room, including lights, heat, running hot and cold water, private bath, etc. --	\$300.00
Literary tuition -----	100.00
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Total for the College Year for A. B. with no specials--\$400.00

For each literary study taken in addition to the work required for each year a charge of \$25.00 will be made.

DAY STUDENTS

Matriculation Fee, Library, Artists and Lectures and Physical Culture Fee -----	\$ 25.00
Literary tuition -----	100.00
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Total for A. B. with no specials -----	\$125.00

The cost in a woman's college for students taking special courses varies with the combination of courses.

EXPENSES FOR SPECIAL COURSES

Literary Studies, each -----	\$ 25.00
Piano, under Miss Cronkite -----	100.00
Piano, under the other teachers -----	85.00
Piano, for children under 12 years of age -----	60.00
Voice -----	100.00
Violin -----	100.00
Harmony -----	40.00
Public School Methods -----	50.00
Analysis -----	40.00
Reading Aloud -----	30.00

History of Music -----	40.00
Eurhythmics (2 lessons weekly) -----	40.00
Ensemble -----	15.00
Sight Singing -----	40.00
Art Painting -----	100.00
Expression -----	100.00
Domestic Science, to students taking regular B. S. Course -----	55.00
Domestic Art, to students taking regular B. S. Course_	45.00

Students taking regular B. S. Course will be charged for Domestic Science and Art only—together with any literary work. Millinery, Household Administration, Costume Design and Elementary Dressmaking are included in the above. Charges for these subjects are made only to those who take them as electives, as follows:

Millinery -----	\$ 20.00
Household Administration -----	20.00
Costume Design and Elementary Dressmaking -----	30.00
Dietetics -----	40.00
Cookery -----	40.00
Textiles -----	30.00
Use of Piano, one hour daily -----	10.00
Use of Piano, two hours daily -----	15.00
Use of Piano for each additional hour -----	3.50
*Laboratory Fee -----	5.00
Diploma Fee -----	10.00
Physical Education Course -----	100.00
Commercial Course Complete -----	100.00
Typewriting, with use of typewriter -----	30.00
Shorthand -----	40.00
Bookkeeping -----	50.00
Office Training -----	10.00

In order to ascertain the cost of special courses, consult the above schedule.

* This includes all students taking work in the Department of Science.

TERMS OF PAYMENT

On entrance, in September, one-half of all charges is due.

At mid-session in January, the remainder is due.

Interest at eight per cent is charged on all past due bills.

REDUCTIONS

When a student of the literary course takes more than one major special subject, such as Music, Art, etc., a 5 per cent reduction is made on all charges for tuition and specials, but not on board, provided that bills are paid when due.

When two boarding students (sisters) come from the same home, a reduction of 5 per cent. is allowed on all charges of tuition and specials, but not on board, provided both remain in the College for the entire semester, and that charges are paid when due.

Pastors actively engaged in the ministry of the Gospel are charged no literary tuition for their daughters in Anderson College. All other charges, including specials, will be made at catalogue rates.

Students entering several weeks late will be charged for board from the time of entrance, but for the full semester on all other charges.

No reduction will be allowed either boarding or day pupils for absence for any cause except illness, and then only when the absence has been as long as a month.

When a student leaves the college before the close of a semester she will be charged for tuition in regular and special studies to the end of the current half-year, and for board at the rate of \$10.00 per week to the time that the management is notified in writing by parent or guardian of her withdrawal.

All bills are payable in advance at the beginning of each semester. Drafts should be drawn payable to Anderson College.

IMPORTANT POINTS

For reservation of room, \$10.00 is required in advance. No room will be reserved without payment of this amount, which amount will be credited on the first bill, provided room is occupied promptly, otherwise it will be forfeited.

Students not returning after Christmas will be charged to the end of the first semester. No reduction will be made for holidays.

A charge of two dollars per month will be made for each room using an electric cooker.

All checks, drafts, and money orders should be made payable to Anderson College.

It is recommended that a deposit of \$15.00 be made with the bookkeeper for books, sheet music, stationery, etc.

The College will not advance money to students.

Anderson College is not an expensive school, and parents are requested to make only a moderate allowance to their daughters for spending money.

The College exercises every precaution to protect property of students, but will not be responsible for losses of any kind.

Students taking special courses such as Piano, Expression, Art, etc., *will not be allowed to drop same except by special permission of the Dean.*

Those remaining at the College during the Christmas holidays will be charged at the rate of ten dollars per week. Students wishing to remain in residence during the holidays must get permission of the Manager.

The entertainment of visitors is a privilege granted when it is convenient to the management, and a charge of \$2.00 per day will be made for such entertainment.

Visitors will not be received on Sunday nor during school hours. Visitors calling on underclassmen are not to

prolong their visits beyond 9:30; and visitors calling on Seniors are not to prolong their visits beyond 10:00 o'clock.

In case of serious illness, the parents will be notified immediately.

Teachers and students are required to furnish pillow cases (size 20x32 in.), sheets, spreads, blankets, towels, napkins and any other articles of use or ornament desired for their rooms, such as spoons, drinking glass and pictures, also rain-coat, rubbers and umbrella.

All articles for laundry must be plainly marked with the full name. Trunks and suit cases should be marked with the name of the student before leaving home.

Students are requested to have all dental work attended to before leaving home in the fall.

All dues to the College must be paid before either a certificate or a diploma or a transcript of credits given will be awarded.

A charge of \$1.00 will be made for every transcript issued.

INFORMATION AND GENERAL REGULATIONS

This Bulletin with its published announcement is to be regarded as equivalent to a contract between the College and its patrons as to charges, and no agent or representative is authorized to promise any different terms of payment unless by written consent of the President or Manager. No former bulletin or publication shall be regarded as authoritative on rules and rates.

All instructions in regard to the students and permissions of parents and guardians should be sent by mail to the Dean of Women.

Parents are asked not to give permissions to their daughters that conflict with the regulations of the college.

Only such restrictions are made as are necessary for the protection and advancement of the student.

The school appropriates to study, recreation and rest, the entire time of the student; therefore parents are asked to discourage visits home.

Care is taken to provide chaperones when necessary. No permissions are granted students to remain out of the school at night, except where parents send such requests to the Dean of Women for her approval.

All mail, packages, boxes, telegrams and telephone messages are subject to the inspection of the management. A limited number of correspondents, approved by parents and Dean of Women, will be permitted.

Parents are urged not to withdraw their daughters before the close of the year, as an injustice is done to both student and college in the mind of the public.

The church of the parents' choice is attended by the student every Sunday morning. On Sunday evening the students may attend Church in a body.

Students are required to attend chapel services each school day and Sunday School and church on Sunday morning.

No noise is allowed on the campus during recitation hours.

Absences from recitations must be excused upon blanks furnished by the Faculty, and students must return this card signed by Dean of Women at next session following absence.

1. Students are expected to matriculate promptly upon arrival.

2. No student is allowed to withdraw from any class to which she has been assigned except with the written permission of the teacher and the approval of the Dean.

3. Card playing and the use of dice are strictly forbidden, and the possession of either cards or dice shall be prima facie evidence of a violation of this rule. (This rule was adopted by request of the Student Government.)

4. Students coming from other colleges are required to present satisfactory testimonials of honorable dismissal.

Alma Mater

DEAR to our hearts is our Alma Mater,
Loyal and true are we,
Truest devotion till life is ended,
Wholly we pledge to thee.
Tho' from thy halls far away we wander,
Thoughts back to thee will fly,
And tender mem'ries time cannot sever,
Love that will never die.
Heav'n's choicest blessing ever attend thee,
Dear Alma Mater mine—
No shadows harm thee, no fears alarm thee,
Always the sunshine thine.
And tho' we leave thee, we'll never grieve thee,
True to our trust we'll be,
Our best endeavor, now and forever,
Always to honor thee.

Written by Mrs. C. S. Sullivan.

REGISTER OF STUDENTS 1925-26

SENIOR CLASS

Arnette, Isabel	Lake View, S. C.
Barnes, Meryl	Lodge, S. C.
Boleman, Willie Sue	Townville, S. C.
Brown, Dorothy	Anderson, S. C.
Burgiss, Frances	Greer, S. C.
Cannon, Kathryn	Westminster, S. C.
Chapman, Corrie Mae	Pelzer, S. C.
Chapman, Lora	Pelzer, S. C.
Cothran, Carrie	Tony Creek, S. C.
Cromer, Gladys	Anderson, S. C.
Cunningham, Vineta	Greer, S. C.
Davis, Elizabeth	Starr, S. C.
Eskew, Nellie	Anderson, S. C.
Flowers, Emma	Dovesville, S. C.
Hallum, Mattie Mae	Pickens, S. C.
Kelly, Bertha	Pelzer, S. C.
McGee, Sara	Anderson, S. C.
Milam, Cornelia	Sandy Springs, S. C.
Rice, Eunice	Pelzer, S. C.
Rutledge, Fannibel	Selma, Alabama
Smith, Myrtle	Fort Mill, S. C.
Todd, Ruth	Laurens, S. C.
Trammell, Geraldine	Anderson, S. C.
Wilkins, Harriette	Pacolet, S. C.

JUNIOR CLASS

Bolt, Nancy	Anderson, S. C.
Burriss, Louise	Anderson, S. C.
Catheart, Ellenor	Anderson, S. C.
Chaplin, Lavinia	Ravenel, S. C.
Cook, Wilma	Kershaw, S. C.
Cothran, Annie	Tony Creek, S. C.
Dial, Ethel	Gray Court, S. C.

Glenn, Bessie	Fair Play, S. C.
Glenn, Fannie	Starr, S. C.
Hall, Ethel	Anderson, S. C.
Hembree, Ethel	Anderson, S. C.
Hendrix, Sue	Patrick, S. C.
King, Lena	Belton, S. C.
Lawrence, Mary	Baxley, Ga.
Lee, Lucile	Pooler, Ga.
Linder, Alice	Anderson, S. C.
Loveland, Mabel	Piedmont, S. C.
Meeks, Coy	Anderson, S. C.
Morrison, Alleen	Starr, S. C.
Murdock, Roxie	Anderson, S. C.
Murray, Pearl	Anderson, S. C.
Pearson, Sara	Anderson, S. C.
Poindexter, Margaret	Fredericks Hall, Va.
Rowland, Daisy	Belton, S. C.
Saxon, Martha	Laurens, S. C.
Shealy, Louise	Perry, S. C.
Sowell, Gertrude	Kershaw, S. C.
Thomas, Frances	Anderson, S. C.
Webb, Ruth	Aiken, S. C.
White, Margaret	Chester, S. C.
Woodle, Nellie Clare	Delray, Fla.

SOPHOMORE CLASS

Abercrombie, Bernice	Gray Court, S. C.
Barton, Bon	Tigerville, S. C.
Brannon, Rena	Camden, S. C.
Brown, Pauline	Dewey Rose, Ga.
Bruce, Frances	Anderson, S. C.
Cantrell, Mary	Spartanburg, S. C.
Carter, Eva D.	Ashton, S. C.
Chapman, Sara	Pelzer, S. C.
Cunningham, Mildred	Greer, S. C.
Cunningham, Nell	Greer, S. C.
Ducworth, Florine	Williamston, S. C.

Dueworth, Marguerite	Anderson, S. C.
Fagg, Mattie	Anderson, S. C.
Fowler, Katharine	Anderson, S. C.
Gentry, Willie Tripp	Anderson, S. C.
Glenn, Pearl	Starr, S. C.
Goodwin, Lula Fae	Gulf Port, Miss.
Hair, Iva Mae	Blackville, S. C.
Hall, Mabel	Iva, S. C.
Harris, Rubye	Anderson, S. C.
Hill, Ruth	Taxahaw, S. C.
Hilliard, Edith	Lisbon, Ga.
Hilton, Mabel	Bethune, S. C.
Huff, Marie	Simpsonville, S. C.
Hunnicutt, Ruth	Anderson, S. C.
Hunter, Mary	Lyons, Ga.
Kneeee, Gladys	Pelion, S. C.
Kneeee, Vera	Pelion, S. C.
Ledbetter, Elizabeth	Anderson, S. C.
Ligon, Virginia	Iva, S. C.
Long, Gladys	Anderson, S. C.
McAlister, Nancy	Anderson, S. C.
McCarley, Melva	Anderson, S. C.
McCoy, Louise	Camden, S. C.
McLeod, Viva	Camden, S. C.
Marchbanks, Ruthelma	Anderson, S. C.
Martin, Mae	Pendleton, S. C.
Matheny, Flora	Forest City, N. C.
Maxwell, Eloise	Anderson, S. C.
Meeks, Mildred	Anderson, S. C.
Newman, Rowena	Winston-Salem, N. C.
Owings, Ada Catherine	Laurens, S. C.
Pratt, Constance	Anderson, S. C.
Pruitt, Ethel	Anderson, S. C.
Power, Mary	Blacksburg, S. C.
Rankin, Willie	Liberty, S. C.
Simpson, Annie Lee	Greenville, S. C.
Strickland, Vera	Starr, S. C.

Thompson, Olive	Anderson, S. C.
Wasson, Nellie	Gray Court, S. C.
Webb, Elizabeth	Anderson, S. C.

FRESHMAN CLASS

Bishop, Lillie Mae	Greenville, S. C.
Boleman, Inez	Townville, S. C.
Bowen, Eunice	Level Land, S. C.
Branham, Evelyn	Raleigh, N. C.
Breazeale, Sara	Anderson, S. C.
Brodie, Grace	Sally, S. C.
Burriss, Caroline	Anderson, S. C.
Campbell, Lois C.	Antreville, S. C.
Campbell, Lois	Williamston, S. C.
Campbell, Loreen	Williamston, S. C.
Cathcart, Leita	Anderson, S. C.
Cawthon, Grace	Mt. Olive, N. C.
Cothran, Ruby	Tony Creek, S. C.
Cox, Mabel	Belton, S. C.
Cox, Margaret	Belton, S. C.
Cox, Virginia	Belton, S. C.
Crenshaw, Sara	Pelzer, S. C.
Day, Iola	Rougemont, N. C.
Elrod, Leoline	Williamston, S. C.
Foster, Velma	Pelzer, S. C.
Freeman, Gladys	Bolivia, N. C.
Garris, Leonie	Colleton, S. C.
Geer, Selwyn	Anderson, S. C.
Grant, Frances	Townville, S. C.
Grimes, Estelle	Anderson, S. C.
Groover, Noemi	Florence, S. C.
Guyton, Lillian	Pelzer, S. C.
Hartley, Iva	Pelion, S. C.
Hill, Rozedna	Easley, S. C.
Hogg, Jeanelle	Williamston, S. C.
Holliday, Euralee	Tony Creek, S. C.
Inman, Robbie	Lyons, Ga.

Jackson, Mary Olive	Tignall, Ga.
Jeffreys, Louise	Oxford, N. C.
Johnston, Gladys	Anderson, S. C.
Kay, Montez	Pendleton, S. C.
King, Cecelia	Neeses, S. C.
King, Louise	Neeses, S. C.
Keating, Helen	Greer, S. C.
Keaton, Pansye	Anderson, S. C.
Kugley, Margaret	Pelzer, S. C.
McCarley, Sarah	Whitmire, S. C.
McGee, Margaret	Anderson, S. C.
McLean, Marie	Aiken, S. C.
Martin, Jennie Ruth	Anderson, S. C.
Martin, Lettie	Anderson, S. C.
Meeks, Hazel	Anderson, S. C.
Moore, Mary Jane	Pelzer, S. C.
Norris, Ruby	Newberry, S. C.
Orr, Charlotte	Anderson, S. C.
Price, Mary Lee	Abbeville, S. C.
Reeves, Florence	Starr, S. C.
Rogers, Nettie O.	Pelzer, S. C.
Seay, Loire	Spartanburg, S. C.
Shaw, Thelma	Belton, S. C.
Smith, Dorothy	Augusta, Ga.
Taylor, Bessie	Aiken, S. C.
Watkins, Mabel	Fair Forest, S. C.
Wheeler, Clara	Little Mountain, S. C.
Wiles, Vivian	Anderson, S. C.
Wilson, Daphne	Anderson, S. C.
Wilson, Ida Marie	Williamston, S. C.
Woodle, Mary	Delray, Florida

SUB-FRESHMAN CLASS

Bible, Gladys	Atlanta, Ga.
Eckelman, Florence	Jersey City, N. J.
French, Mildred	Macon, Ga.
Grant, Lucy	Snead's Ferry, N. C.

Herndon, Frances	Macon, Ga.
Holliday, Esperence	Anderson, S. C.
Jeffcoat, Hazel	North, S. C.
Myers, Ruby	Lenoir, N. C.
Poole, Elsie	Atlanta, Ga.
Smith, Evelyn	Atlanta, Ga.
Vipperman, Elizabeth	Spartanburg, S. C.
Woolbright, Velma	Townville, S. C.
Young, Lillian	Spartanburg, S. C.

SPECIAL STUDENTS

Sara All	Allendale, S. C.
Frances Agnew	Anderson, S. C.
Helen Allen	Anderson, S. C.
Rachel Babb	Anderson, S. C.
Caroline Baldwin	Anderson, S. C.
Cynthia Barnes	Anderson, S. C.
Mae Barton	Anderson, S. C.
Sara Barton	Anderson, S. C.
David Beatty	Anderson, S. C.
Alice Bell	Anderson, S. C.
Fay Bettsworth	Anderson, S. C.
Alice Bolt	Easley, S. C.
Mary Lou Brewer	Clinton, N. C.
Jeanette Brock	Belton, S. C.
Norine Brock	Belton, S. C.
Theodosia Brock	Anderson, S. C.
Christine Brown	Anderson, S. C.
Una Mae Burriss	Calhoun Falls, S. C.
Mary Burton	Anderson, S. C.
Virginia Caldwell	Trenton, Mo.
Elizabeth Casey	Anderson, S. C.
Jane Chamblée	Anderson, S. C.
Dorothy Cochran	Anderson, S. C.
Frances Colson	Anderson, S. C.
Iris Cooper	Anderson, S. C.
Katharine Crawford	Charleston, S. C.

Marguerite Crawford	Anderson, S. C.
Dorothy Cronkhite	St. Joseph, Mo.
Marette Currie	Anderson, S. C.
Rebecca Daniel	Anderson, S. C.
Ella Sue Dobbins	Anderson, S. C.
Maude C. Erskine	Anderson, S. C.
Claudiana Evans	Anderson, S. C.
Derrel Fant	Anderson, S. C.
Louise Fant	Anderson, S. C.
Margaret Fant	Anderson, S. C.
Louise Felkel	Anderson, S. C.
Evelyn Fletcher	Anderson, S. C.
Sara Gaines	Anderson, S. C.
Annojean Gassaway	Anderson, S. C.
Alice Gill	Wake Forest, N. C.
Katherine Glenn	Anderson, S. C.
Elizabeth Green	Anderson, S. C.
Mary Griffin	Anderson, S. C.
Lila Guest	Anderson, S. C.
Georgia Harris	Anderson, S. C.
Lillie Hart	Anderson, S. C.
Marie Hill	Anderson, S. C.
Ogreeta Holliday	Anderson, S. C.
Rita Laura Horton	Anderson, S. C.
Lucia Hudgens	Anderson, S. C.
Carolyn Johnson	Anderson, S. C.
Frances Johnson	Anderson, S. C.
Mary Johnson	Anderson, S. C.
Nora Lee Johnson	Anderson, S. C.
Medora Jordan	Anderson, S. C.
Cora Jane King	Anderson, S. C.
Mahalie King	Anderson, S. C.
Jane Kirkpatrick	Anderson, S. C.
Katherine Kirkpatrick	Anderson, S. C.
Nell Keith	Anderson, S. C.
Jennie Vieve Langston	Mayesville, Ga.
Ruth Lassiter	Anderson, S. C.

Estelle Layton	Anderson, S. C.
Mrs. Clarence Linder	Anderson, S. C.
Consuelo Lollis	Anderson, S. C.
Mary Bright McGee	Anderson, S. C.
Mrs. Aubrey Marshall	Anderson, S. C.
Annie Martin	Anderson, S. C.
Edith Martin	Anderson, S. C.
Mary Martin	Anderson, S. C.
Mary Frances Mattison	Anderson, S. C.
Cleo Mayfield	Raleigh, N. C.
Edna Mays	Anderson, S. C.
Mary Barr Prince	Anderson, S. C.
Virginia Price	Anderson, S. C.
Annie Pruitt	Anderson, S. C.
Mary Rast	Anderson, S. C.
Sara Rice	Anderson, S. C.
June Roscoe	Winston-Salem, N. C.
Mary Lou Salla	Anderson, S. C.
Ellen Sanders	Anderson, S. C.
Cara Shirley	Anderson, S. C.
Georgia Smith	Anderson, S. C.
Mary Louise Smith	Anderson, S. C.
Mrs. W. B. Steele	Anderson, S. C.
Ruby Stephenson	Anderson, S. C.
Callie Freeman Stringer	Anderson, S. C.
Elizabeth Sullivan	Callison, S. C.
Emily Sullivan	Anderson, S. C.
Luta Barbara Sullivan	Anderson, S. C.
Polly Sullivan	Anderson, S. C.
May Taylor	Anderson, S. C.
Martha Thompson	Anderson, S. C.
Martha Frances Todd	Anderson, S. C.
Virginia Todd	Anderson, S. C.
Elizabeth Tribble	Anderson, S. C.
Margaret Tribble	Anderson, S. C.
Mildred Underwood	Mayesville, Ga.

Evelyn Vandiver	-----Anderson, S. C.
Sara Vandiver	-----Anderson, S. C.
Harriette Watson	-----Anderson, S. C.
Margaret West	-----Anderson, S. C.
Elizabeth Wiles	-----Anderson, S. C.
Jane Wright	-----Anderson, S. C.
Martha Wyatt	-----Anderson, S. C.

REGISTER OF ALUMNAE

Any Information concerning removal, marriage or death of Alumnae
will be gratefully received

CLASS OF 1913

Hudson, Ellie (Mrs. R. R. King)-----Plaza Hotel, Anderson, S. C.
Knight, Ethel (Mrs. Irby Pollard) (Expression 1913, A. B. 1914)-----
-----715 G. St., N. W., Washington, D. C.

CLASS OF 1914

Aiken, Jeanette (Mrs. J. Howard Dabbs)-----Camden, S. C.
Burris, Lucile-----Meredith College, Raleigh, N. C.
Elms, Marie (Mrs. Harold Heath)-----Midland, N. C.
George, Leota (Mrs. H. M. Anderson)-----337 N. Fant St., Anderson, S. C.
Robinson, Kate (Mrs. Lawrence Wilkinson)---412 Louise Ave., Charlotte, N. C.
Watkins, Mrs. R. E.-----Greenville, S. C.
Weeks, Miriam -----Aiken, S. C.

CLASS OF 1915

Clinkscales, Margaret (Mrs. Furman Grant)-----Roberta, Ga.
Jackson, Hettie -----Iva, S. C.
Lawrence, Betty (Mrs. W. S. Doty)-----Bellevue, Pa.
Lawrence, Esther Joy-----109 Waupausie St., Dwight, Ill.
Sullivan, Willie (Mrs. Otis Mattison)-----2809 Wilson St., Columbia, S. C.
Williford, Leathy (Mrs. Manly McClure)-----R. F. D., Anderson, S. C.

CLASS OF 1916

Anderson, Ruth-----R. F. D., Anderson, S. C.
Brown, Felicia (Mrs. Albert Smith)-----R. 2, Anderson, S. C.
Burris, Helen-----1332 S. Main St., Anderson, S. C.
Darracott, Nelle-----
-----Pine Mountain Settlement School, Pine Mountain, Harlan County, Ky.
Gentry, Nelle-----Care of Blue Triangle Club, Trenton, N. J.
Henry, Louise (Mrs. Eugene Milford)-----Greenwood, S. C.
Henry, Marguerite (Mrs. W. E. Mattison)-----Anderson, S. C.
McGee, Lou Nelle (Mrs. R. G. Watson)-----R. F. D., Anderson, S. C.
Martin, Nelle (Mrs. J. A. Jones, Jr.)-----R. 2, Starr, S. C.
Masters, Zulene (Mrs. Henry Jackson)-----R. F. D., Anderson, S. C.
Norris, Ethel-----R. F. D., Anderson, S. C.
Prince, Sarah (Mrs. F. R. Sellers)-----Florence, S. C.
Pruitt, Izetta (Mrs. E. H. Agnew)-----Starr, S. C.
Shirley, Margaret (Mrs. James Talbert)-----Greenville, S. C.
Sullivan, Catherine (Mrs. E. G. Acker)-----Box 149, Martinsville, Va.
Traynum, Karan (Mrs. Baxter Clinkscales)-----Starr, S. C.
Turbeville, Eula Mae-----154 Spring Street, Charleston, S. C.
Watkins, Grace -----Belton, S. C.

CLASS OF 1917

Bolt, Janet -----Easley, S. C.
Bowie, Mary (Mrs. Clyde Pruitt)-----Pendleton, S. C.
Byrum, Margaret (Mrs. J. Leroy Williams)-----Sans Souci, Greenville, S. C.
Cartee, Ina-----
Clement, Margaret-----Belton, S. C.
Dalrymple, Blanche (Mrs. W. H. Martin)-----Lockhart, S. C.
Dugan, Annie Laurie-----Honea Path, S. C.
Irwin, Wilma-----Landrum, S. C.
Jones, Gertrude-----1207 Bainbridge Street, Richmond, Va.
King, Laura (Mrs. H. E. Porter)-----Carrier Mills, Ill.
McAllister, Nora (Mrs. -----)-----Troy, S. C.
Meeks, Byrd-----101 Palisade Street, Spartanburg, S. C.
Owings, Bruce-----Laurens, S. C.
Pruitt, Bessie (Mrs. Sam Boleman)-----Orr Street, Anderson, S. C.
Richardson, Nettie (Mrs. Carroll Ducworth)-----R. 2, Anderson, S. C.

Riley, Mary	Anderson, S. C.
Robinson, Willie Wray (Mrs. Sam Anderson)	Quarters 22, Ft. Miley, San Francisco, Cal.
Stewart, Janie	Pelzer, S. C.
Striplin, Mattie Mae (Mrs. Frank Cheever)	Care of Chero-Cola Bottling Co., Mobile, Ala.
Turner, Bernice	King's Hill, N. C.
Truluck, Maude	Motbridge, S. C.

CLASS OF 1918

Brownlee, Ruth (Mrs. C. E. Seabrook)	Anderson, S. C.
Furdine, Ruth (Mrs. Webb Von Hasseln)	Anderson, S. C.
Burnett, Katherine (Mrs. Louis Seel)	Belton, S. C.
Burris, Kathleen	Anderson, S. C.
Burton, Goode	Newberry, S. C.
Cooke, Clara	Iva, S. C.
Jones, Gussie	1 Crescent Ave., Atlanta, Ga.
King, Nancy	Belton, S. C.
McCurry, Fannie Sue (Mrs. Joe Blackman)	R. 2, Pendleton, S. C.
Nelson, Marie (Mrs. Harmon Rowe)	Care of Univ. of Pa., Philadelphia, Pa.
Rice, Orieta	Scott, Ga.
Sanders, Sarah	Greenville, S. C.
Shearer, Louise	Anderson, S. C.
Shirley, Amanda	R. F. D., Belton, S. C.
Smith, Nannie (Mrs. Rob Gentry)	R. 2, Anderson, S. C.
Wardlaw, Ruby	Belton, S. C.
Welborn, Annie (Mrs. D. F. McCormick)	North, S. C.

CLASS OF 1919

Anderson, Lois (Mrs. W. W. Sullivan, Jr.)	Anderson, S. C.
Cook, Essie	Iva, S. C.
Cannon, Bernice (Mrs. Julius Hancock)	Bishopville, S. C.
Dugan, Gladys	Honea Path, S. C.
Geer, Caro (Mrs. H. I. Hester)	Greenville, S. C.
Hamilton, Frances	Seneca, S. C.
Hubbard, Edith (Mrs. Rupert McFall)	R. F. D., Anderson, S. C.
Keith, Gladys	Newberry, S. C.
Miller, Mary Dale (Mrs. ———)	Demopolis, Ala.
Miller, Victoria	245 East 4th St., Atlanta, Ga.
Moore, Lessie	Marie St., Anderson, S. C.
Moore, Willie Fay	Olanda, S. C.
McPhail, Lola (Mrs. Frank Reed)	Laurens, S. C.
McPhail, Lucy (Mrs. Edward C. Price)	Barnwell, S. C.
Owings, Martha (Mrs. Nim B. Sullivan, Jr.)	Anderson, S. C.
Pruitt, Hazel (Mrs. Fred Watson)	N. Main St., Anderson, S. C.
Smith, Pauline	Anderson, S. C.
Strickland, Annie Belle	Pelzer, S. C.
Sullivan, Emily	Anderson, S. C.
Watkins, Etta	Belton, S. C.
Watkins, Virginia (Mrs. Carl E. Epting)	Newberry, S. C.

CLASS OF 1920

Agnew, Blanche	Donalds, S. C.
Anderson, Myra	8 Psukiji, Akashi Cho., Tokio, Japan
Chamblee, Helen (Mrs. Otis Bolt)	R. F. D., Anderson, S. C.
Cox, Vivian	Belton, S. C.
Evans, Margaret	Pendleton, S. C.
Evans, Nancy (Mrs. Will Austin)	Seneca, S. C.
Fay, Hattie	Anderson College, Anderson, S. C.
Hillhouse, Swancee	Anderson, S. C.
Jones, Adlene	Anderson College, Anderson, S. C.
Jones, Mabel (Mrs. Goodman Bare)	Starr, S. C.
Lassiter, Esther	Anderson, S. C.
Martin, Irene	R. 4, Iva, S. C.
Moseley, Ethel	Reidville, S. C.
Nixon, Stella	North Augusta, S. C.
Norris, Mary Lee	Anderson, S. C.
Paschal, Mary	Mt. Carmel, S. C.
Pinson, Lucy	Honea Path, S. C.
Segars, Gladys	Hartsville, S. C.

Shearer, Commena	Anderson, S. C.
Shearer, Daisy	Anderson, S. C.
Simmons, Annie	R. 1, Belton, S. C.
Simmons, Irene	R. 1, Belton, S. C.
Smith, Mary	R. 2, Anderson, S. C.
Summerall, Edna (Mrs. Royal Holley)	Aiken, S. C.
Tribble, Ola (Mrs. Lowie J. Bomar)	218 Maple St., Converse Heights, Spartanburg, S. C.
Willis, Helen (Mrs. Winchester C. Smith, Jr.)	Williston, S. C.
Workman, Myrtle (Mrs. Paul Anderson)	Winston-Salem, N. C.

CLASS OF 1921

Bearden, Mildred King	Westminster, S. C.
Blantou, Peggy Osborn (Mrs. Clyde V. Smith)	Anderson, S. C.
Blume, Edna Pauline (Mrs. Odell Duckett)	Blackville, S. C.
Bobo, Sara Lou (Mrs. I. N. Patterson)	Abeokuta (Via Lagos) Nigeria, Africa
Bowie, Carrie Estelle (Mrs. Hungerpillar)	Elloree, S. C.
Branham, Clell Allen	601 Newborn Ave., Raleigh, N. C.
Bridges, Mabel Ruth	Anderson, S. C.
Burnett, Dorothy Dayton (Mrs. Poole)	Clayton, N. C.
Cade, Julia Eliza	Mt. Carmel, S. C.
Coleman, Elva Watson	Anderson, S. C.
Deck, Lillian Elizabeth	Belton, S. C.
Dunn, Elma Cecil	Donalds, S. C.
Fincken, Edith Lavinia	Gaffney, S. C.
Harrison, Mary Helen (Mrs. Horace Rentz)	Branchville, S. C.
Haynie, Kathleen C.	Belton, S. C.
Haynie, Lucile A.	Belton, S. C.
Bembree, Russie (Mrs. Frank Paget)	N. Main St., Anderson, S. C.
Hetrick, Florence Elizabeth (Mrs. Wilbur D. White)	Anderson, S. C.
High, Margarette Gladys	R. F. D., Spartanburg, S. C.
Holcombe, Jaisy Virginia	Havana, Cuba
Hutchinson, Edith Maye (Mrs. Frank Thompson)	R. 2, Anderson, S. C.
Johnson, Lois Marie (Mrs. P. E. Murry)	Nahunta, Ga.
Long, Bettie Elizabeth	R. 2, Piedmont, S. C.
Mahaffey, Gladys (Mrs. R. D. Cochran)	R. 7, Greenville, S. C.
Miltord, Rossie Carolina	R. 8, Anderson, S. C.
Murray, Annie May	Anderson, S. C.
McDaniel, Florence Beatrice	804 Elizabeth Street, Anderson, S. C.
McDaniel, Susie Maude	R. F. D., Timmons ville, S. C.
McMillan, Ruby (Mrs. R. L. Ballentine)	Anderson, S. C.
Pattison, Onida	Anderson College, Anderson, S. C.
Scott, Martha Christine	Ella Street, Anderson, S. C.
Shirley, Annie Pearl (Mrs. _____)	Bowersville, Ga.
Townsend, Clarice Barksdale (Mrs. Wm. H. Wilson)	Greenville, S. C.
Trogdon, Viola Elizabeth	Buffalo, S. C.
Tuttle, Hazel Irene	Warsaw, N. Y.
Washington, Lila Forrester (Mrs. C. G. Campbell)	Baptist Bible Institute, New Orleans, La.
Wilson, Anabel	(Home address, R. 1, Anderson, S. C.) Now teaching in Warsaw, N. C.
Woodle, Elizabeth Arrington	Delray, Fla.

CLASS OF 1922

Breton, Marguerite	Paris, France
Berry, Anna	Reidville, S. C.
Cunningham, Isabel	Greer, S. C.
Cunningham, Evelyn (Mrs. L. H. Anderson)	Anderson, S. C.
Clinkscales, Margaret	Belton, S. C.
Dillingham, Mabel (Mrs. S. A. Templeton)	Spartanburg, S. C.
Davis, Irene	Honea Path, S. C.
Davis, Gatha	Westminster, S. C.
Elgin, Bessie	Honea Path, S. C.
Eskew, Ruth	R. F. D., Anderson, S. C.
Ellis, Lura	Pelzer, S. C.
Garvin, Bessie	Chester, S. C.
Gwen, Gena	Lewis, S. C.
Gassaway, Helen	R. 8, Anderson, S. C.
Hiott, Marie (Mrs. C. C. Booker)	Perry Ave., Greenville, S. C.
Herlong, Edith	Trenton, S. C.
Hall, Opal (Mrs. Smith)	Gaffney, S. C.

Harris, Mattie	R. F. D., Anderson, S. C.
Harrison, Louise	Ridgeway, S. C.
Jones, Moselle	Elberton, Ga.
Kempson, Mary Ellen	Silver Street, S. C.
Keasley, Annie Laurie	R. 2, Pendleton, S. C.
Kelley, Madeline (Mrs. Jake Ardrey)	Fort Mill, S. C.
McCuen, Nettie	Belton, S. C.
McClure, Vergie	R. F. D., Anderson, S. C.
McGee, Clara	Anderson, S. C.
Masters, Bertha (Mrs. Roy Clark)	Anderson, S. C.
Medlock, Ethel	Honea Path, S. C.
Pearman, Viola (Mrs. Jesse McDongal)	Anderson, S. C.
Royal, Eloise	Salemburg, N. C.
Rice, Tecora	Pelzer, S. C.
Shields, Bernice	Thomasville, N. C.
Strickland, Janie	Pelzer, S. C.
Sullivan, Dorothy	Anderson, S. C.
Settle, Florence	Point Peter, Ga.
Simmons, Mattie Lou	R. 1, Belton, S. C.
Tolar, Mary Inez	Wagner, S. C.
Williams, Lola (Mrs. ———)	Abner's Creek, S. C.
Wood, Camille	Seneca, S. C.
Winter, Mattie Lois (Mrs. Lynwood Johnson)	Anderson, S. C.
Williford, Annie Mae	Anderson, S. C.

CLASS OF 1923

Armstrong, Vera Mae	Anderson, S. C.
Atkinson, Gladys (Mrs. Olin Johnston)	Spartanburg, S. C.
Barton, Ollie Jane	Greer, S. C.
Bolt, Nellie	Kinards, S. C.
Boylston, Bridget (Mrs. A. N. Shealy)	599 Gordon St., Atlanta, Ga.
Brock, Caroline	Central, S. C.
Brown, Ruby	Anderson, S. C.
Burris, Lydia	Greenville, S. C.
Clayton, Eunice	Central, S. C.
Cooke, Kathleen	Anderson, S. C.
Cowherd, Julia Dorsey	Branchville, S. C.
Cowherd, Anna Elizabeth	Branchville, S. C.
Cunningham, Ruth (Mrs. Jas. Paget)	Anderson, S. C.
Dillard, Mary	Greer, S. C.
Elrod, Sarah	Piedmont, S. C.
England, Marjorie	Westminster, S. C.
Fowler, Beaufort	Bonlee, N. C.
Foster, Kathleen	Roebuck, S. C.
Glenn, Sylvene	Starr, S. C.
Graham, Mattie Julia	Rembert, S. C.
Harris, Blanche	Little Rock, S. C.
Hopper, Malvina	Belton, S. C.
Huff, Lillian	Simpsonville, S. C.
Huff, Lonie (Mrs. C. H. Truluck)	Timmonsville, S. C.
Jeffries, Doris Turner	Spray, N. C.
Kelly, Floride (Mrs. King)	
Kendrick, Mary	Portsmouth, Va.
Kenney, Vann Ray (Mrs. Harvey)	Pineville, S. C.
King, Elsie	Piedmont, S. C.
Leathers, Lula Lee	Anderson, S. C.
Mattox, Frances (Mrs. Glenn Lassiter)	Lakeland, Fla.
Norris, Ruby B.	Anderson, S. C.
Parham, Edna C.	Charleston, S. C.
Peterson, Mary Elizabeth	Greenwood, S. C.
Phillips, Bonte	Hartwell, Ga.
Power, Evelyn Louise (Mrs. ———)	Columbia, S. C.
Sanders, Vinnie	Pauline, S. C.
Seabrook, Hessie	Edisto Island, S. C.
Shearer, Maimie (Mrs. Elwyn Brewer)	Savannah, Ga.
Stephens, Sarah Frances	Anderson, S. C.
Thompson, Lillie Ruth	Laurens, S. C.
Watkins, Helen	Anderson, S. C.
White, Annie Mae (Mrs. Forest Cantrell)	R. F. D., Spartanburg, S. C.

CLASS OF 1924

Bowen, Geraldine	Greenville, S. C.
Bradley, Madge Elizabeth (Mrs. Charlie Smith)	Greenville, S. C.
Bradley, Lillian	Mayesville, S. C.
Bruce, Ruth (Mrs. A. W. Rogers)	Greenville, S. C.
Clement, Mary McDavid	Belton, S. C.
Cowherd, Virginia (Mrs. Carrol Griffin)	Anderson, S. C.
DeLoach, Mary (Mrs. L. C. Parker)	Edgefield, S. C.
Dyches, Martha Melvina	Cross Anchor, S. C.
England, Sallie Marie	Westminster, S. C.
Foster, Helen	Roebuck, S. C.
Funk, Zanerian Evangeline	Hagerstown, Md.
Glymph, Lovelene	Anderson, S. C.
Harris, Georgia	Anderson, S. C.
Hellams, Lola Mae	Fountain Inn, S. C.
Hembree, Ruby	Anderson, S. C.
Hughes, Ruth Eugenia	Donalds, S. C.
Keys, Grace	Starr, S. C.
McFall, Anna Dean (Mrs. Carlisle Holler)	Furman, S. C.
Nix, Ada Merdel (Mrs. M. J. Hester)	Greenville, S. C.
Nix, Ollie Matilda	Zirconia, N. C.
Paget, Mary Hamilton	Anderson, S. C.
Parnell, Caroline Campbell (Mrs. F. S. Edelen)	247 Bull St., Savannah, Ga.
Reichard, Helen Cecile	Anderson, S. C.
Richardson, Lucia (Mrs. Russell Boyd)	Simpsonville, S. C.
Royal, Eloise	Salemberg, N. C.
Smith, Ophelia	Madison, Fla.
Sullivan, Jessie	Anderson, S. C.
Sullivan, Luta Barbara	Anderson, S. C.
Wallace, Alice Helen	Kinards, S. C.
Watts, Emily Mary	Dallas, Texas
White, Martha Elizabeth (Mrs. Rudolph Kunkel)	Miami, Fla.
White, Susie (Mrs. A. L. Best)	Swainsboro, Ga.
Wilson, Kathleen	Anderson, S. C.

CLASS OF 1925

Blease, Colie (Mrs. Richard Baker)	Newberry, S. C.
Brock, Norine	Belton, S. C.
Brown, Helen	Anderson, S. C.
Burnett, Margaret	Belton, S. C.
Burriess, Janie	Anderson, S. C.
Cooke, Marguerite	Olar, S. C.
Curtis, Lela	Dillon, S. C.
Dominick, Carine	Neeses, S. C.
Drennon, Olivia	Anderson, S. C.
Graham, Mary	Camden, S. C.
Harris, Frances	Greenville, S. C.
Heard, Lucie	Anderson, S. C.
Hogg, Lena	Williamston, S. C.
Jeffries, Octavia	Clayton, N. C.
Kyzer, Ruth	Paxville, S. C.
Leathers, Eunice	Anderson, S. C.
Mason, Corinne	Westminster, S. C.
Murray, Mildred	Cameron, S. C.
Owings, Mary	Laurens, S. C.
Prevost, Dorothy	Anderson, S. C.
Rawlinson, Cora Emmie	Congaree, S. C.
Small, Elizabeth	Jefferson, S. C.
Tribble, Dorothy	Anderson, S. C.
Watts, Mary	Dallas, Texas
Wickliffe, Margaret	West Union, S. C.
Wyllie, Jewell	Louisville, Ga.
Young, Lucile	Spartanburg, S. C.

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